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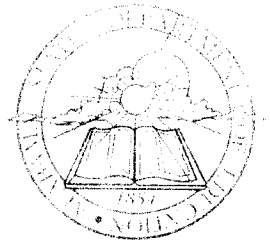
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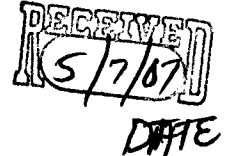
STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

May 1, 2007

Ms. Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of National and Adult Education
U. S. Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110

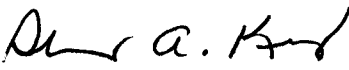


Dear Ms. Lyles:

Enclosed is Alabama's State Transition Plan submitted in accordance with The Carl D. Perkins Career and Technical Education Act of 2006. We feel this Plan meets the guidelines received from your office.

If you need further information, you may contact me at 332-242-9111 or skey@alsde.edu, or Ms. Sarah Ray at 332-242-9111 or sray@alsde.edu.

Sincerely,


Sherry A. Key, Director
Career/Technical Education

SAK:JS

Enclosures

cc: Dr. Eddie R. Johnson
Ms. Sarah Ray

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Alabama

Eligible Agency Submitting Plan on Behalf of State:

Alabama Department of Education – Career/Technical Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Sherry A. Key

Position: Director, Career/Technical Education

Telephone: (334) 242-9111

Email: skey@alsde.edu

Type of State Plan Submission (check one):

☐ 6-Year Full Plan – FY 2007 – FY 2013

☒ 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☐ Title I and Title II

**U. S. Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

**GUIDE FOR THE SUBMISSION OF STATE
PLANS**

**OMB Control Number: 1830-0029
Expiration Date: 03/31/2010**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **1830-0029**. The time required to complete this information collection is estimated to average 95 hours per response, including the time to review instructions, search existing data resources, gather and maintaining the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sylvia Lyles, Chief, Program Administration Branch, Division of Academic and Technical Education, Office of Vocational and Adult Education, U.S. Department of Education, 550 12th Street, SW, Potomac Center Plaza, Room 11053, Washington, DC 20202-7110.

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INTRODUCTION

The Office of Vocational and Adult Education (OVAE) developed this guide to assist you in preparing your State plan under the newly authorized Carl D. Perkins Career and Technical Education Act of 2006 (Act), 20 U.S.C. 2301 *et seq.* as amended by P.L. 109-270. Sections 122(a)(1) and 201(c) require each eligible agency desiring assistance under Titles I and II, respectively, for any fiscal year to prepare and submit to the Secretary a State plan for a 6-year period, except that, during the first fiscal year following the enactment of the Act (Program Year (PY) 2007 which operates from July 1, 2007 – June 30, 2008), each eligible agency may fulfill its obligation by submitting a one-year transition plan.

The framework for the guide is based on the requirements in the Act and a renewed vision of career and technical education (CTE) programs for the 21st century. Signed into law on August 12, 2006, the Act represents nearly three years of work on the part of Congress and the U.S. Department of Education (Department), in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous CTE programs that prepare students for today's competitive workforce. The Act envisions that all students will achieve challenging academic and technical standards and be prepared for high-skill, high-wage, or high-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, improves State and local accountability, and strengthens the connections between secondary and postsecondary education.

This guide is organized into three parts. Part A outlines the required State plan narrative for the State plan in seven key areas: planning, coordination, and collaboration prior to State plan submission; program administration; provision of services to special populations; accountability and evaluation; tech prep programs; financial requirements; and EDGAR certifications and other assurances. For each of these areas, the statutory requirements are provided, along with other U.S. Department of Education (Department) requirements. Each section of the guide also includes procedural suggestions and planning reminders to help you prepare your State plan narrative, although these items are not required as part of your State plan submission.

Part B includes the required budget form. Information and directions for completing the budget form are provided in the financial requirements section (VI) of Part A.

Part C includes the required accountability form. Information and directions for completing the accountability form are provided in the accountability and evaluation section (IV) of Part A.

As indicated above, each State has several options in preparing its State plans. A State may complete a one-year transition plan, a six-year plan, or a unified plan pursuant to section 501 of the Workforce Investment Act of 1998 (P.L. 105-220). Each State that chooses to submit a one-year transition plan must follow the instructions provided in the shaded boxes under the section headings throughout this guide. Each State that opts to submit a 6-year plan must complete each item in this guide. Any State that wishes to submit a unified plan must follow any instructions and submission requirements provided by the Employment and Training Administration, U.S. Department of Labor. For further information, please contact Janet Sten, the Federal Coordinator for Plan Review and Approval, at sten.janet@dol.gov, or Robin Fernkas at fernkas.robin@dol.gov. Both can be reached by calling (202)693-3054..

Section 202 of the Act provides each State with the option to consolidate all or a part of its funds under section 201 of the Act with funds received under section 111 of the Act in order to carry out the activities described in the State plan under section 122. States that opt to consolidate *all* of their funds do not need to complete the tech prep programs section (V) in Part A and must add together the amounts received under section 111 and 122 of the Act before completing the budget form.

The timeline for State's submission of their new State plans and the Department's issuance of grant awards for the first program year (July 1, 2007 – June 30, 2008) is provided below.

Timeline	Actions
March 12, 2007	Department issues the final Carl D. Perkins Career and Technical Education Act of 2006: Guide for the Submission of State Plans
March 2007	Department issues State's FY 2007 Title I and Title II estimated allocations
March 19, 2007 to April 30, 2007	OVAE's Regional Accountability Specialists hold technical assistance calls to discuss State's definitions, measurement approaches, and performance levels for the core indicators of performance
May 7, 2007	States submit their new State plans to the Department
May 14 - June 12, 2007	Department reviews State plan submissions and reaches agreement with States on performance levels for the core indicators of performance
July 1, 2007	Department issues 1 st installment of grant award funds for program year one (July 1, 2007 – June 30, 2008) to States via e-mail, fax, and hard copy mailing
October 1, 2007	Department issues supplemental (and final) installment of grant award funds for program year one to States via e-mail, fax, and hard copy mailing

Submission Instructions

You must submit your State plan, including the Cover Page, no later than close of business (5:00 pm EST) on Friday, May 7, 2007. State plans may be submitted in one of three ways: (1) e-mailed to [**Perkins2007@ed.gov**](mailto:Perkins2007@ed.gov); (2) entered into the electronic Perkins IV State Plan Database (further information on submitting plans through this database will be sent to State Directors under separate cover); or (3) mailed to the submission address below.

If you choose to transmit your plan electronically, you must submit in hard copy to the address below signed originals of any pages within the document that require a signature. This includes the Cover Page, EDGAR certifications, and other assurances.

Submission Address

Sylvia Lyles, Branch Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
550 12th Street, SW
Potomac Center Plaza, Room 11053
Washington, DC 20202-7110

Publication Information

The Department may publish your State plan, in whole or in part, on our Web site or through other means available to us.

We look forward to reviewing your State plans and your initiatives to implement the new Act in the coming years. Staff of the Division of Academic and Technical Education (DATE), particularly your State Liaisons and Regional Accountability Specialists, are available at any time to answer questions that arise as you prepare your plan.

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: Alabama

Eligible Agency Submitting Plan on Behalf of State:

Alabama Department of Education – Career/Technical Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Sherry A. Key

Position: Director, Career/Technical Education

Telephone: (334) 242-9111

Email: skey@alsde.edu

Type of State Plan Submission (check *one*):

☐ 6-Year Full Plan – FY 2007 – FY 2013

☒ 1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

☒ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☐ Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART A: STATE PLAN NARRATIVE		
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required	Not required
Program Administration	All items required	Only items A2(a-l); A8; B1; and B2 required
Provision of Services for Special Populations	All items required	Only items A1(a-c) required
Accountability and Evaluation	All items required	All items required, except for the baseline data and performance levels as specified in the chart on pages 19 and 41
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	Only items A(1); B(1); and B(2) required if State is using all or a portion of its Title II grant funds for its tech-prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs
Financial Requirements	All items required	All items required
EDGAR Certifications and Other Assurances	All items required	All items required
PART B: BUDGET FORMS		
Title I – Basic Grant	All items required	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs No items required if consolidating all of its Title II grant funds into its basic grant programs

State Plan Items	Six-Year Plan	One-Year Transition Plan
PART C: ACCOUNTABILITY FORMS		
Definitions	All items required	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required	<p>Student definition, and measurement definitions and approaches for all core indicators</p> <p>Baseline data and performance levels as specified in the chart on pages 19 and 41.</p>
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required	<p>Student definition, and measurement definitions and approaches for all core indicators</p> <p>Baseline data and performance levels as specified in the chart on pages 19 and 41.</p>

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

States that submit a transition plan do not need to address the items in this section until they prepare their five-year plan prior to the second program year (July 1, 2008 – June 30, 2009). States that submit a six-year State plan must complete this entire section.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A2(a-l); A8; B1; and B2. States that submit a six-year State plan must address all of the items below.

2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—
 - (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—
 - i. Incorporate secondary education and postsecondary education elements;
 - Career/Technical Education (CTE) programs of study are designed for students who receive the 4x4 academic core. Alabama's high school graduates earn 4 credits in English Language Arts, Mathematics, Science, and Social Studies. In addition to these core requirements, students are required to earn 1 credit of physical education and ½ credit each in health education, arts education, and computer applications, plus 5 ½ elective credits.
 - Alabama's high school graduates must pass the Alabama High School Graduation Exam.
 - Students may elect to earn advanced academic, career/technical, or advanced career/technical education diploma endorsement.
 - During the 2006-2007 school year, Alabama will complete a revision and re-write of the 2002 *Alabama Courses of Study: Career/Technical Education*. [<http://www.alcareertech.org/>]. The 2002 Courses of Study included 222 courses that supported five clusters. The Career/Technical Education Courses of Study provide the framework for Career/Technical Education in Alabama's

public schools. Content standards in the document define the minimum content requirements as stated in the Code of Alabama (1975), §16-35-4. (<http://www.alabamaadministrativecode.state.al.us/docs/ed/index.html>). They are fundamental and specific but not exhaustive. School systems may include additional content to reflect local philosophies and may add implementation guidelines, resources, and/or activities.

- The Courses of Study Committees and Task Force consist of representatives from business and industry, local teachers, career/technical administrators, superintendents, and other secondary, postsecondary, and higher education staff. The Committee and Task Force make extensive use of national and industry standards, other states' curricula, business/industry certification requirements, and federal requirements. In addition, members research articles in professional journals and other publications. They attend state and national conferences, listen to and read statements from interested individuals and groups throughout Alabama, use each member's expertise in the profession, and discuss each issue and standard among themselves. Alabama currently has 89 courses that have been cross-walked to postsecondary coursework and approved for statewide articulation. Plans of Instruction from the postsecondary community will be used to ensure that the articulation effort remains intact. Finally, members reach consensus and develop what they believe to be a sound and rigorous Career/Technical Education curriculum that incorporates secondary and postsecondary education elements.
- The 2007 *Alabama Courses of Study: Career/Technical Education* revision/re-write is based on the 16 national clusters format and will support 49 of the 81 pathways that support careers that meet the definition of high skill, high wage, and high demand. (Attachment 1: Curriculum Wheel).
- The high-skill, high-wage, and high-demand list of pathways that will be supported is based on research between the Alabama Department of Industrial Relations (Alabama's Labor Market Information agency) and the Alabama Department of Education. High-skill pathways require postsecondary-level coursework. The high-wage and high-demand descriptors were combined when identifying the remainder of the pathways.
- Each sub-recipient will be required to implement a minimum of one of the national 16 clusters during the first year (2008-2009) of implementation. The components of each cluster will include a foundation course and other courses identified in the Alabama Courses of Study. Courses in the appropriate postsecondary pathway will complete the required components of each cluster.
- Faculty from secondary and postsecondary education ensures incorporation of secondary and postsecondary elements by:
 1. Participating in industry advisory committee meetings.
 2. Working together to develop and revise curriculum.
 3. Reviewing and incorporating secondary courses of study and postsecondary curriculum content to determine continuity between levels of content as appropriate.
- The Alabama Department of Postsecondary Education, Curriculum and Instruction Unit, will continue to develop and upgrade competency-based

plans of instruction (POIs) for all career and technical education (CTE) courses in the programs of study (career clusters). High-skill, high-wage, and high-demand programs will receive priority for POI development. A team of secondary and postsecondary CTE personnel will review content of POIs and secondary education courses; statewide articulation agreements will be established based on content review and identification of corresponding secondary and postsecondary competencies. To date, POIs in approximately 33 CTE programs are complete, and the Chancellor of The Alabama College System and the State Superintendent of Education have established 70 statewide articulation agreements. Perkins funds will be used to support POI development and subsequent statewide articulation agreements.

- Postsecondary CTE programs of study (career clusters), along with instructional practices, are guided by input from Program Industry Advisory Committees at each college. Advisory committees include representatives from local high school CTE programs. Additionally, postsecondary CTE instructors serve on secondary program advisory committees. Perkins funds will be used to support Program Industry Advisory Committee meetings.
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- Secondary CTE courses are cross-walked with academic courses to verify the math and science content of the course. Embedded academic credit is awarded for the identified CTE course if the career/technical education teacher is highly qualified (HQ) in the academic subject area; i.e., Agriscience teachers who are certified to teach science.
 - All secondary career/technical education programs are required by the *Alabama Administrative Code* to become business/industry-certified.
 - Secondary CTE students participate in articulated coursework, dual enrollment, and early college enrollment opportunities within all programs of work.
 - Secondary CTE students participate in Career Themed Academies and High School Apprenticeship programs that include opportunities for credentials, certificates, and dual and early college enrollment.
 - Alabama supports the High Schools That Work (HSTW) and Making Middle Grades Work reform initiatives.
 - Postsecondary CTE programs of study include required courses in the following general education (academic) areas: written composition; humanities, fine arts, and speech; natural science and mathematics; and history, social, and behavioral sciences. Programs of study (career clusters) also include technical courses, the contents of which are non-duplicative and include competencies that build upon previous course content.
 - Industry and education stakeholders serve as subject-matter experts (SMEs) during the POI development process. SMEs identify and validate course

outcomes as well as associated enabling competencies (e.g., academic concepts). Postsecondary Perkins funds will be used to support development of POIs.

- Colleges monitor program performance data, including placement in related occupations, employer satisfaction, and continuing education/training. Performance data depict programmatic and instructional improvement practices. Program planning and evaluation activities will be supported with Postsecondary Perkins funds.
 - Postsecondary CTE course content aligns with that of secondary wherever practicable. Alignment is promoted through the POI development process and statewide articulation agreement process, both of which will be supported with Postsecondary Perkins funds.
- iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- Statewide and local articulation agreements have been developed between secondary and postsecondary education.
 - In addition to statewide CTE course articulation, policies approved by the Alabama State Board of Education allow qualifying CTE high school juniors and seniors to earn college credits while in high school by participating in dual enrollment, accelerated credit, and the Early College Enrollment Program (ECEP), all of which will be supported with Perkins funds. (Attachment 2: ECEP Guidelines). ECEP participants earn credits applicable toward high school graduation and college degree requirements. All postsecondary CTE programs of study (career clusters) accommodate dual/accelerated credit. (Attachment 3: Dual Enrollment Policy)
- iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;
- Secondary career/technical education programs are required to meet Business/Industry Certification (BIC). As a part of BIC, specific programs require third-party certification; i.e., NATEF (Attachment 4: BIC Program Review Documents). Teachers in specific programs must meet industry standards as a part of the certification process; i.e., AWS certification for welding instructors.
 - During the 2006-2007 school years, representatives from stakeholder groups will review available certification options for implementation during the 2008-2009 school year.
 - Business/industry certification/credentialing obtained at the secondary level is recognized through articulation at the postsecondary level.
 - Postsecondary education involves qualified representatives from business, industry, and professions in the planning, development, and review of program content.
 - Qualified representatives from higher education institutions are involved in the planning, development, and review processes of program content.

- The Alabama College System has identified industry-recognized credentials specific to its CTE programs of study (career clusters). Where applicable, curricula lead to either the awarding of or preparation for an industry credential (e.g., RN license, FAA Certified Airframe and Powerplant Mechanic). Relevant curricula development and delivery will be supported with Postsecondary Perkins funds.
 - In addition to industry-recognized credentials, the following skills certificates and degrees are available for completers of CTE programs of study at the postsecondary level: Skills Training Certificate, Short-term Certificate, Certificate, and Associate Degree.
 - Postsecondary Perkins funds will be used to support technology upgrades and professional development, both of which are essential to obtaining industry-recognized credentials.
 - Where applicable, colleges establish associate degree to baccalaureate CTE course articulation agreements with universities.
- (b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;
- Both state and federal funds will be used to develop new programs of study in the 16 cluster areas and the 49 pathways supported in Alabama. Federal funds will target those pathways leading to high-skill, high-wage, and high-demand occupations.
 - The *Alabama Administrative Code* requires a course of study approved by the Alabama State Board of Education to be taught in all Career/Technical Education program offerings. The Courses of Study Committee and Task Force consist of representatives from business and industry, local teachers, career/technical administrators, superintendents, and other secondary, postsecondary, and higher education staff. Adherence to the course of study is validated through Business/Industry Certification and Comprehensive Monitoring.
 - The Department of Postsecondary Education (DPE) will conduct curriculum development meetings for specific programs prioritized by high-skill, high-wage, and high-demand professions. These program outcomes lead to statewide articulation agreements and course content alignment between secondary and postsecondary. Participation includes representation of eligible recipients (two-year colleges, secondary institutions, and industry).
 - The Alabama Department of Postsecondary Education, Curriculum and Instruction Unit, will continue to develop and upgrade competency-based plans of instruction (POIs) for all CTE courses in the programs of study. POIs are developed in consultation with subject-matter experts, including faculty and industry representatives. High-skill, high-wage, high-demand programs will receive priority for POI development. A team of secondary and postsecondary CTE personnel will review content of POIs and secondary education courses; statewide articulation agreements will be established based on content review and identification of corresponding secondary and postsecondary competencies. Criteria for earning skills certificates and degrees are based on attainment of

competencies identified in POIs. Postsecondary Perkins funds will be used to support development and implementation of POIs.

- Postsecondary Perkins funds will be used to support faculty professional development, including that pertaining to program implementation and improvement practices conducted at the state and local levels.
- (c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;
- The Alabama State Board of Education, an elected body, is solely responsible for public education in Alabama. It is responsible for policies of the Alabama Department of Education and the Alabama Department of Postsecondary Education (two-year colleges and institutions). Policies and procedures for local and statewide articulation have been established and approved by the Alabama State Board of Education. Annually, all courses approved for articulation are reviewed and approved for continuation by the State Superintendent of Education and the Chancellor of Postsecondary Education. (Attachment 5: Articulation Agreement)
 - Implementation is accomplished by conducting technical assistance meetings held on site and through interactive media that are designed to assist colleges with implementing actions in the state plan. DPE will conduct on-site technical assistance and on-site monitoring visits. Information is provided for students, parents, and other stakeholders on the Alabama Career/Tech Web site (<http://www.alcareertech.org/>).
 - Postsecondary Perkins funds will be used to develop statewide CTE course articulation agreements between secondary and postsecondary education. The articulation agreements apply to all public two-year colleges and school districts in the state. Additionally, Postsecondary Perkins funds will be used to conduct technical assistance activities at the state and local levels designed to implement the articulation agreements.
- (d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients;
- The *Alabama Administrative Code* requires that all 8th grade students complete a four-year plan of study that includes postsecondary information and guidance. Career/technical education program of study (career cluster) information will be provided to recipients during the planning process. (Attachment 6: Guidance and Counseling Section – Comprehensive Monitoring)
 - Not required in postsecondary components of transition plan.
- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs;
- All secondary students will master competencies leading to a meaningful high school diploma. All students (career/technical and non-career/technical) will meet

the same rigorous requirements for graduation that include a minimum of one technology course. (Attachment 7: Diploma Options)

- In order to receive an Alabama high school diploma, each student must earn at least one-half credit in computer applications. Business Technology Essentials is a career/technical education course that allows students to earn this computer applications credit needed for graduation. All career and technical education programs provide the opportunity for students to become technologically fluent.
- Secondary career/technical education students will meet the minimum requirements as indicated in the course of study for each program area. Each course of study includes the national skill standards that are developed and available at the time of publication. Courses of study are revised every six years and are posted on the Alabama Department of Education web site and the Alabama Career/Technical Education Web site. They are distributed to every teacher through regional teacher in-service programs. Courses of study include the integrated academics, career/technical skills, employability skills, and related technology skills necessary for success in the program area. Content standards may be added to a course of study at the discretion of local education agency (LEA) and program advisory committees.
- Equipment lists that include technology options are provided for each program of study. In order to obtain Business/Industry Certification of a program, all equipment must be provided by the LEA.
- Instructional strategies have been revised to place greater emphasis on the integration and reinforcement of academic skills. When CTE teachers meet the requirements of HQ in their content area, embedded credit in mathematics and/or science is allowed after completion of identified career/technical programs.
- The ten key practices of the High Schools That Work (HSTW) education reform initiative are being implemented in Alabama high schools. This reform initiative sponsored by the Southern Regional Education Board places emphasis on high standards for career-bound youth. In many cases, these key practices are being used to assist those schools to overcome deficiencies relating to performance on the Stanford Achievement Test. The HSTW reform initiative is managed through the Curriculum Innovations Unit of the office of Career/Technical Education and will continue to be emphasized.
- The National Center for Research in Vocational Education (NCRVE) serves as a resource by providing assistance through reports of ongoing projects and emerging projects of support to career/technical education. Information is provided by NCRVE for assessing student achievement; providing updated information about ongoing research and how to use research findings; emerging technology and its impact on career/technical education; delivering technical assistance; and delivering professional development opportunities.
- Competitive grants for nontraditional education will be funded to serve men and women who have career objectives that are not traditionally associated with their gender. Through the local application process and the request for proposal contained therein, systems will apply for a grant to be used for nontraditional education and training. Recipient of the grant will be required to demonstrate how the funds will be used to develop, improve, and expand access to appropriate

technology in the career/technical education program. Department of Youth Services (DYS) will be required to demonstrate how the funds will be used to develop, improve, and expand access to appropriate technology in the career/technical education program.

- A grant to benefit high school age students who are incarcerated will be funded. This program will be coordinated with the DHS. While the DHS receives funding through a basic grant as a LEA, this additional funding will be available to:
 1. Assist with the implementation of the Alabama Courses of Study and Career Clusters.
 2. Design a short-term program of study to develop technical skills and the associated academic skills leading to high-skill, high-wage careers; employability skills; and character traits.
- Professional development opportunities that reinforce the use of technology as a tool in the classroom will be provided to local education agencies through workshops, seminars, conferences, and in-service programs. These will be conducted and/or facilitated by state staff and may be in cooperation with such entities as teacher education institutions, the Business/Industry Council on Career/Technical Education and the Alabama Association for Career and Technical Education.
- Planning grants will be available to school systems to begin the process for implementing Career Clusters to include academies or technical magnet schools. This delivery system provides for articulated academic and career/technical education. These grants will be for the purpose of staff development only. Substitute salaries may be paid from this grant if teachers are away from the classroom for the purpose of planning for implementation. If planning occurs during the summer months or at a time when teachers are not on contract, funds from this grant may be used to pay reasonable stipends.
- During the transition year, grants for programs to assist with planning and implementation of programs of study (career clusters) to support nontraditional students will be made available. School systems are required to be innovative and inclusive in the planning process. Systems receiving grants will be required to demonstrate how the funds will be used to develop, improve, and expand access to appropriate technology in the career/technical education programs. DHS will be required to demonstrate how the funds will be used to develop, improve, and expand access to appropriate technology in the career/technical education programs.
- Basic grant funds will be provided for developing, improving, and expanding access to quality, state-of-the-art technology in career/technical education programs.
 - a. Funds may be used to pay substitute salaries for days when teachers are engaged in professional development activities related to enhancement of technology skills.
 - b. Funds may be used for activities such as payment of registration fees to technology-related conferences, such as the Alabama Education Technology Conference (AETC) held each summer and other similar activities.

- c. Funds may be used to articulate activities with other agencies outside the local education agency.
 - d. School systems are required to be innovative and inclusive in the distribution of these funds.
 - e. School systems may form consortia for the purpose of collecting grant awards and providing professional development in this area.
 - High School Apprenticeships and other work-based learning experiences will be promoted through partnerships with business and industry to develop work-site experiences that include use of state-of-the-art technology.
 - Postsecondary Perkins funds will be used to carry out postsecondary CTE program activities based on needs prioritized by college Strategic Analysis Teams (SATs), which include community stakeholders. Among the areas assessed by SATs are appropriateness of technology and access to technology. SAT activities will be supported with Postsecondary Perkins funds. Postsecondary Perkins funds will also be used to purchase equipment and other technology needed to ensure that program completers possess industry-current skills.
- (f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—
Each eligible secondary recipient may submit a one-year transition plan or a six-year plan by August 1, 2007. Those submitting a one-year plan must describe its plans for 10 of the 14 required contents of the local plan. Those choosing to submit a six-year plan must address all of the contents. Recipients will be encouraged to follow the lead of the state and submit the one-year transition plan due by August 1, 2007, and a five-year plan by August 1, 2008.

Each year eligible recipients must complete an online electronic grant application process (e-GAP) in order to be able to receive approval for proposed expenditures. Eligible recipients will annually submit a local application for the funds allocated. This application, which is due by August 1, will be reviewed and approved based on the following criteria:

- Planned uses of funds identified in the system/school improvement plan.
 - Enrollments, including special populations.
 - Performance on core indicators.
 - Identification of programs of study including those to be added, modified, or terminated with justification/rationale for each.
- i. Promote continuous improvement in academic achievement;
- Recipients are required to implement the Alabama Courses of Study: Career/Technical Education. The courses of study include content standards representative of all aspects of the industry as determined by the career objective of the student.
 - Each program must maintain BIC. Lesson plans must show integration of academics in order to pass the quality factor for business/industry certification.
 - The ten key practices from the *High Schools That Work* education reform initiative are being used in schools. This is an initiative whose main focus is

articulation of academic and career/technical studies and setting high standards for career-bound youth. Through this initiative, academic and career/technical teachers work together to deliver an educational program that targets totally integrated education.

- Academic competencies have been documented in the career/technical programs through the validation process for embedded credit. When the CTE teacher is certified as HQ in the core area, students receive core credit for the CTE course.
- Career/technical education academies and magnet schools are being promoted as a delivery system for integrated academic and career/technical education competencies and skills.
- Career/technical and advanced career/technical diploma endorsements are approved based on achievement of the core academic courses for the regular or advanced academic core courses. Those students who meet the requirements for the general high school diploma with no endorsement and who complete a career major of three or more sequenced courses are eligible for the career/technical endorsement. Those students who meet the requirements for the advanced academic endorsement on the high school diploma and who complete a career major of three or more sequenced courses are eligible for the advanced career/technical endorsement. Some students will earn the advanced academic and advanced career/technical endorsement for the high school diploma concurrently.
- Local articulation agreements are documented in the local plan.
- The Department of Postsecondary Education, in collaboration with the SDE, will develop and review annually statewide articulation agreements.
- DPE will report the degree to which colleges implement plans of instruction that contain academic and technical competencies identified through a systematic curriculum development process utilizing faculty and industry representatives as subject-matter experts.
- A performance measure indicating the degree to which colleges implement POIs containing both academic and technical competencies will be included in the College Plan for Career and Technical Education, which also serves as the application for Perkins basic grant funds. Current and targeted levels of performance pertaining to the measure will be addressed in the College Plan. The measure, current and targeted performance levels, and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation in CTE at colleges will be supported with Perkins funds.
- A performance measure indicating the percentage of CTE students who maintain a grade point average of 2.0 or higher in general education (academic) coursework will be included in the College Plan. Current and targeted levels of performance pertaining to the measure will be addressed in the College Plan. The measure, current and targeted levels of performance, and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation will be supported with Perkins funds.

- Colleges must describe in their College Plans for Career and Technical Education intervention strategies used with CTE students experiencing difficulties in academic and technical coursework.
- ii. Promote continuous improvement of technical skill attainment; and
- During the 2006-2007 school year, approved technical skill attainment methods will be identified by secondary education. Additionally, non-binding regulatory letters will be received as guidance. Current options include third-party credentials, and end-of-course tests.
 - A performance measure indicating the degree to which colleges implement POIs will be included in the College Plan for Career and Technical Education. Current and targeted levels of performance will be addressed. The measure and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation will be supported with Postsecondary Perkins funds.
 - Perkins funds will be used to purchase equipment and other technology needed to provide technical skills attainments. College Plans for Career and Technical Education must address equipment and technology needs identified by the colleges' Strategic Analysis Teams.
 - A performance measure indicating the percentage of CTE students who maintain a grade point average of 2.0 or higher in technical coursework will be included in the College Plan for Career and Technical Education. Current and targeted levels will be addressed. The measure and subsequent improvement practices will be evaluated during the approval process. Planning and evaluation will be supported with Postsecondary Perkins funds.
 - A performance measure indicating the degree to which CTE faculty participate in technical skills upgrade activities will be included in the College Plan. The measure, and subsequent improvement practices, will be evaluated during the approval process. Postsecondary Perkins funds will support technical skills upgrades through professional development activities.
 - Colleges must describe in their College Plans for Career and Technical Education intervention strategies used with CTE students experiencing difficulties in academic and technical coursework.
- iii. Identify and address current or emerging occupational opportunities;
- Local, state, and national research is used to identify and address current and/or emerging occupational opportunities in Alabama. A partnership exists between the Department of Education and the Department of Industrial Relations (DIR). The DIR strives to provide quality information about the labor market in Alabama.
 - Labor market information has developed several new resources that will help economic developers, workforce professionals, educators, students, and others to make well-informed choices that enhance the advancement of the state of Alabama. High-demand occupations through 2014 have been identified, and posters have been developed and provided to all school systems. The list of

high-demand occupations is not only based on projected job openings, but also on projected growth.

- In early October 2006, DIR provided the Alabama Department of Education with Occupational Projections 2004-2014 for the state and all workforce investment areas. Complete statewide industry projections are available on the Web site (www.dir.alabama.gov/lmi). The Web site also provides access to a table of industry projections by major industry groups for all the local workforce investment areas and workforce investment advisory areas.
- In the spring of 2006, DIR presented the Skills for Tomorrow in Alabama 2002-2012 report. In December they provided skills projections reports for the ten workforce investment advisory areas and two local workforce investment areas. These reports also touch on knowledge requirements and work activities that will be in demand over the period.
- Colleges and their Strategic Analysis Teams will identify programs to be implemented, expanded, or disinvested based on analyses of occupational demand and program performance data. Responses will be evaluated during the plan approval process.

- (g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

All career/technical education programs prepare students to graduate with a diploma and support academic achievement in the following manner:

- The courses of study include content standards representative of all aspects of the industry as determined by the career objective of the student.
- Lesson plans must show integration of academics in order to pass the quality factor for BIC.
- Use of the ten key practices from the *High Schools That Work* education reform initiative is being used in 54 schools. This is an initiative whose main focus is articulation of academic and career/technical studies and setting high standards for career-bound youth. Through this initiative, academic and career/technical teachers work together to deliver an educational program which targets totally integrated education.
- Academic competencies have been documented in many career/technical programs through the validation process for embedded credit which lead to a graduation diploma.
- Academic competencies have been documented in Healthcare Science and Technology programs and in Family and Consumer Sciences programs, which allows for substitution as a science credit.
- Career/technical education academies and magnet schools are being promoted as a delivery system for integrated academic and career/technical education competencies and skills.
- Career/technical and advanced career/technical endorsements are approved based on achievement of the core academic courses for the regular or advanced academic core courses. Those students who meet the requirements for the general

high school diploma with no endorsement and who complete a career major of three or more sequenced courses are eligible for the career/technical endorsement. Those students who meet the requirements for the advanced academic endorsement on the high school diploma and who complete a career major of three or more sequenced courses are eligible for the advanced career/technical endorsement. Some students will earn the advanced academic and advanced career/technical endorsement for the high school diploma concurrently.

- Career/Technical Student (Leadership) Organizations are supported by the Career/Technical Education Section of the Alabama Department of Education in the following manner:
 - a. Appropriate staff to perform functions necessary for successful implementation at the state and national level.
 - b. The role of student organizations as an integral part of all career/technical instructional programs.
 - c. Funding for expenses incurred in managing state associations, including telephone, travel, postage, printing, office space, and clerical support is provided.
 - d. Handbooks and newsletters that communicate the policies and guidelines of the local, state, and national organizations are published and disseminated.
 - e. Leadership is provided by Career/Technical Student (Leadership) Organization managers for local, district, and state meetings and conferences.
 - f. Sound fiscal management policies and guidelines to ensure compliance with accepted accounting practices and sound association management are encouraged.
 - g. Networking/linking activities to consolidate efforts of all student leadership organizations and preventing duplication of effort among staff where possible are provided.
 - h. Local career/technical administrators are encouraged to support teacher/advisor attendance at Chapter Management Institutes to increase the effectiveness of integration of activities into the instructional programs.
 - i. Career/Technical Student (Leadership) Organization managers work closely with all national organizations to develop a meaningful program of work for each organization at the local, state, regional, and national levels.
 - j. State and national conference attendance is supported and encouraged for all students.
 - k. An annual Joint Leadership Development Conference (JLDC) is held that collectively supports all career/technical student organizations.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

- All career/technical education programs will maintain business/industry certification each year.

- Professional development is required under the business/industry certification process and under the process for acquiring and maintaining an Alabama teaching certificate. Through continuous update training of instructional personnel, students will reap the benefit of state-of-the-art instruction and be ready for high-skill, high-wage, or high-demands occupations.
- Career cluster implementation will ensure that programs of study include postsecondary preparation.
- All secondary students are required to have a four-year plan upon entrance into high school. Interest inventories (Career Scope, Kuder, et. al.) at the 8th grade level are used to assist students and their parents in selecting a program of study that is academically and technically challenging and that will also lead to postsecondary education opportunities or entry in to a high-skill, high-wage, or high-demand occupation.
- When applicable, colleges will establish articulation agreements with universities allowing CTE students to transfer technical education credits into baccalaureate degree programs.
- Postsecondary CTE program curricula are based on industry-identified competencies through the POI development process, which is supported with Postsecondary Perkins funds. POIs are upgraded to ensure students attain skills needed in current or emerging occupations.
- Colleges and Department of Postsecondary Education personnel will monitor participation and completion rates of special populations in CTE programs; improvement practices will be implemented as warranted. Postsecondary Perkins funds will support program evaluation and planning.
- All postsecondary CTE programs will have active Industry Advisory Committees that advise colleges regarding technical and academic content of programs. Perkins funds will support Industry Advisory Committee activities.

(i) How funds will be used to improve or develop new career and technical education courses—

- At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
 - The *Alabama Administrative Code* requires that career/technical education courses be developed as a part of the courses of study. A course of study is defined as a curriculum document containing career/technical content standards that specify what students should know and be able to do by the end of the course. Local education agencies may request approval of pilot implementation for courses not contained in the courses of study. Approval will be based on emerging need for newly recognized pathways that represent high skill, demand, and wage criteria.
 - The program application process requires that employment surveys, needs analysis, and student surveys be conducted in order to implement new career/technical education programs. The rationale for development of the

- programs must be submitted to the Career/Technical Education state office and be approved before new programs are started and funding is obligated.
 - A qualified teacher must be available who meets certification requirements set forth through the office of Teacher Education and Certification and who has credentials to become industry-certified. Funds may be used for credentialing of teachers.
- ii. At the postsecondary level that are relevant and challenging; and
 - Colleges' Strategic Analysis Teams will analyze demographic data, labor market data, program performance, and situations unique to the colleges' service areas to inform program implementation, expansion, or disinvestment decisions. Assessment and planning activities will be supported with Perkins funds.
 - Perkins funds will support developing and upgrading competency-based plans of instruction (POIs). Competencies will be identified and validated by subject matter experts.
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;
 - Colleges' Strategic Analysis Teams will analyze demographic data, labor market data, program performance, and situations unique to the colleges' service areas to make informed decisions relative to program implementation, expansion, or disinvestment. Assessment and planning activities will be supported with Perkins funds.
 - Perkins funds will support developing and upgrading competency-based plans of instruction (POIs). Competencies will be identified and validated by subject-matter experts.
- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement. (Please note this item is required only for States not consolidating all of their Tech Prep funds);
 - During the transition year, Alabama will consolidate approximately 75 percent of the Tech Prep funds received under Title II into the basic grant. Each recipient, both secondary and postsecondary, will be required to document expenditures of not less than 10 percent of their allocation on the elements of Tech Prep identified in the legislation.
 - A competitive request for proposals will be offered for the remainder of the funds received.
 - The decision to keep Tech Prep separate or to consolidate all funds in the five-year plan will be based on the ability of the Tech Prep recipients to provide the required documentation for the additional indicators.
- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

- The Alabama Career/Technical Education Futures Framework (Attachment 8) identifies the credentials that document that Alabama students are both academically and technically prepared for work and lifelong learning. Four primary skill sets in the areas of academics, occupations, technological fluency, and work readiness are required in today's workplace. All of these necessary skills can be obtained through the educational opportunities available within the CTE Futures Framework. Attainment of these skill sets is rewarded through the issuing of credentials, which can be achieved at the secondary and postsecondary (advanced credentials) levels.
 1. Academics: Students must graduate with a diploma, degree, or certificate that documents the highest level of academic achievement. This academic credential should include endorsements that represent the attainment of skills critical in today's workplace, especially math, science, and communications.
 2. Technological Fluency: Students must be technologically fluent – comfortable and confident in using technology as a tool for lifelong learning.
 3. Occupations: High school graduates must possess occupational credentials that can be articulated to the next level of education. CTE students who do not go directly to the workplace after high school usually continue their education in two- or four-year colleges/universities or apprenticeship programs. These students' occupational credentials must fit at the next level to reduce seat time and facilitate a younger, stronger Alabama workforce.
 4. Work Readiness: Students must possess a variety of work-readiness skills. Long-standing, work-readiness skills include having a strong work ethic, communicating effectively, engaging in teamwork, dressing for success, writing resumes and cover letters, filling out applications, and practicing interview skills and business etiquette. A new set of work-readiness skills has emerged that includes using the Internet as a work tool, presenting a professional demeanor, developing cultural awareness, defusing hostile work environments, and practicing appropriate behavior when representing the company. During the transition year, work-readiness credentials that document these skills will be identified for local system use.
- Career/Technical Education representatives serve as members of both the oversight committee and the Accountability Systems Roundtable for school improvement
<http://www.alsde.edu/Accountability/2006Reports/2006InterpretiveGuide-ChapterFormat.pdf?1stSchoolYear=4&1stReport=2006Reports%2F2006InterpretiveGuide-ChapterFormat.pdf>.
- Perkins funds will be used to establish statewide articulation agreements between secondary and postsecondary CTE courses.
- Perkins funds will support dual and accelerated credit opportunities for secondary CTE students.
- Perkins funds will support POI development and upgrades. POIs include technical competencies and associated enabling competencies (e.g., academic concepts).

- (l) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]
- The Alabama Department of Postsecondary Education will include in its Annual Performance Report on Career and Technical Education the degree to which colleges implement POIs containing both academic and technical competencies. Additionally, the Department will report on continuing CTE curriculum development activities, which include rigorous and relevant academic content.

States that submit a one-year transition do not have to address items 3-7.

8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]
- The State Superintendent of Education has appointed a full-time State Director of Career/Technical Education. The State Director represents the State Superintendent in administering all career/technical education programs, services, and activities operated by and through local education agencies. Other administrative, supervisory, and instructional support staffs are employed as necessary to discharge the requirements of state and federal laws, and to provide leadership and technical assistance for the operation of quality career/technical education programs. The employment, classification, and compensation of these personnel shall be subject to the rules of the Merit System of the state of Alabama.
 - The mission of the Career/Technical Education Section is to lend technical assistance and support to Alabama's public school systems, which provide career/technical education and training through organized programming. The Career/Technical Education Section provides assistance for the effective and efficient utilization of available resources, enabling all persons served by Alabama's public schools, including those with disabilities, to have ready access to career/technical education programs and support services. These programs and services are of high quality; are realistic in light of actual or anticipated opportunities for gainful employment; and are suited to the needs, interests, ability, and career objectives of the student. Career/technical education offers the opportunity for students to develop knowledge, skills, and attitudes necessary for employment and/or further education for high-skill, high-wage jobs in current and emerging occupations.
 - Technical assistance is provided to secondary programs through a New Administrators' Academy and New Teacher Institutes that are held during the summer for newly appointed administrators and teachers and at mid-year for those who were not able to attend or did not complete the certification requirements.
 - When a school system calls for technical assistance in career/technical education, career/technical education leads the effort to fill the need in the local education agency. Many times, this effort consists of a contact with the staff in the appropriate service area in the Career/Technical Education Section who answers the request.
 - Other areas where the State staff will provide technical assistance to local education agencies include:

1. Designing new facilities or renovations.
2. Selecting state-of-the-art equipment.
3. Providing sources of information for obtaining instructional resources and equipment necessary to assist all students to achieve high standards.
4. Providing updated equipment lists for use in purchasing equipment.
5. Encouraging teachers to participate in the demonstration of innovative and exemplary projects or special programs identified through legislation.
6. Providing leadership for student organization activities.
7. Developing leadership skills in teachers and students.
8. Assisting teachers in planning community outreach activities.
9. Developing articulation plans between secondary and postsecondary education.
10. Disseminating information regarding programs, activities, and instructional resources to administrators and teachers.
11. Informing and encouraging the inclusion of new and innovative career/technical education programming to prepare students for emerging technical employment opportunities.
12. Finding and securing qualified personnel.
13. Providing timely updates through the Alabama Department of Education Web site.
14. Reviewing new textbooks for compatibility with courses of study and making recommendations to the textbook committee for adoption or non-adoption.
- Alabama Department of Postsecondary Education staff will provide technical assistance through a variety of means, including:
 1. On-site visits specific to implementing the State Plan for Career and Technical Education.
 2. Presentations at quarterly meetings of the Alabama College System Instructional Officers Association and meetings of the Presidents Association.
 3. Communication through program faculty meetings.
 4. Electronic communication to instructors and administrators.
 5. Presentations at the annual Alabama College Association conference.
 6. Conducting training sessions on effective teaching and assessment practices for new CTE instructors.

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.
 (Attachment 9: Local Applications)
 (Attachment 10: College Plan for Career and Technical Education)
2. You must provide a description of your State's governance structure for vocational and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

- The Alabama State Board of Education, an elected body, is solely responsible for public education in Alabama. It is responsible for the policies of the Alabama Department of Education and the Alabama Department of Postsecondary Education (two-year colleges and institutions). The Alabama State Board of Education has responsibilities for leadership and general supervision over all public education. Any reference to the “State Board” refers to the official body described above. The Alabama State Board of Education has not delegated responsibilities for administering, operating, nor supervising career/technical programs to any other state agency.
 - The Alabama Department of Education is the state’s official educational agency. The statutes of the state of Alabama empower it to receive and distribute federal grants-in-aid and to administer the several acts governing those grants under policies determined by the Alabama State Board of Education.
 - The Alabama State Constitution requires the State Board to appoint a State Superintendent of Education who shall serve as secretary and executive officer of the State Board and as the chief administrative officer of the Alabama Department of Education. The State Superintendent is the Department’s official authorized to submit all applications and plans to the federal government and to administer programs under the several acts incorporated in this Plan.
 - The State Superintendent of Education has appointed a full-time State Director of Career/Technical Education. The State Director represents the State Superintendent in administering all career/technical education programs, services, and activities operated by and through local education agencies. The State Superintendent of Education appoints full-time employees to provide administrative, supervisory, and instructional support as necessary to discharge the requirements of state and federal laws and to provide leadership and technical assistance for the operation of quality oriented career/technical education programs. The employment, classification, and compensation of these personnel shall be subject to the rules of the Merit System of the state of Alabama. (Attachment 11: Organizational Charts)
 - There are 131 local school systems and two state-supported agencies [DYS and the Alabama Institute of the Deaf and Blind (AIDB)] in the Alabama secondary school system.
 - The Alabama Department of Postsecondary Education is the administrative agency for the state’s two-year college system. The Department is a sub-grantee of Perkins funds from the State Department of Education, the fiscal agent for the funds. The Division of Instructional and Student Services administers the Perkins funds allocated for use at the postsecondary level.
 - There are 27 eligible recipients at the postsecondary level.
3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

States that submit a one-year transition plan must address, at a minimum, its plans or the State's planning process for the following items: A1(a-c). States that submit a six-year State plan must address all of the items below.

A. Statutory Requirements

1. You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—
 - (a) Will be provided with equal access to activities assisted under the Act.
 - Students with disabilities must earn at least two credits in career/technical education and successfully complete an approved occupational portfolio in order to be awarded the Alabama Occupational Diploma (AOD). The AOD is another diploma option for high school graduation.
 - No person shall be denied access to secondary or postsecondary career/technical education programming based on his or her designation as a member of a special population. Special population students have full access to all career and technical education programs, including cooperative education, apprenticeship, and student organizations. Students receive high-quality instruction, assessment, guidance and counseling services, and job placement. Preparatory and supplementary services, as appropriate, are provided to assist special populations to succeed in their selected program area.
 - Colleges offer comprehensive counseling and student support services for all students, including special populations.
 - Colleges provide supplemental services including curricula modifications, equipment modifications, classroom modifications, and instruction aids and devices.
 - Through guidance and counseling activities and career exploration activities at the local education agency, members of special populations will be able to make informed decisions about career/technical education opportunities.
 - Preparatory services are to be provided and include services, programs, or activities designed to assist individuals who are not enrolled in career/technical education programs in the election of, or preparation for participation in, appropriate career/technical education training programs such as:
 1. Services, programs, or activities related to outreach or recruitment of potential students.
 2. Career counseling and personal counseling.
 3. Career/technical assessment and testing.
 4. Other appropriate services, programs, or activities.

- Supplementary services are to be provided, as appropriate, and include curriculum modifications, equipment modification, classroom modification, supportive personnel, and instruction aids and devices.
 - Jobs for Alabama's Graduates (JAG) programs provide students with the support necessary to remain in school, obtain the knowledge and skills necessary to compete in today's workforce, and transition to postsecondary education.
 - Through guidance and counseling activities and career exploration activities at the local education agency, members of special populations will be able to make informed decisions about career/technical education opportunities.
- (b) Will not be discriminated against on the basis of their status as members of special populations; and
- On-site monitoring visits are conducted to determine if there is any discrimination and the extent of that discrimination against students who are members of special populations. Technical assistance will be provided in the areas of nondiscrimination as monitored through the Office of Civil Rights (OCR). Professional development activities will be conducted to provide awareness to all eligible recipients. Eligible recipients must provide assurance of nondiscrimination through the submission of the local application.
 - No person shall be denied access to secondary or postsecondary career/technical education programming based on his or her designation as a member of a special population. Special population students are to have full access to all career/technical education programs, including cooperative education, apprenticeship, and student organizations. Students receive high-quality instruction, assessment, guidance and counseling services, and job placement. Preparatory and supplementary services are to be provided to assist special populations to succeed in their selected program area
- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]
- All career/technical education programs operate within the parameters of the state-approved course of study for each program. This precludes the placement of students into low-level, diluted courses that merely serve as convenient holding arrangements. All programs shall continue to operate equitably for all students.
 - The Jobs for Alabama's Graduates (JAG) program is a program designed to prevent members of special populations from dropping out of high school. Alabama's JAG students meet 98 percent of the national Jobs for American's Graduate standards.
 - All career/technical education programs provide opportunities for student development leading to high-skill, high-wage careers. All students, including special populations students, participate in programs which present information in "all aspects of the industry" the students are planning to enter to include planning, management, finances, technical and production skills, underlying principles of technology, labor views, and health and safety.

- All career/technical education programs integrate academic and career/technical skills. Some special population students require an individualized education plan, which contains a coherent sequence of the academic and career/technical courses necessary for success in the chosen career objective. Remediation may be required.
- CTE curricula upgrades will continue to ensure that students are prepared to enter high-skill, high-wage, and high-demand occupations.
- No person shall be denied access to secondary or postsecondary career/technical education programming based on his or her designation as a member of a special population. Special population students have full access to all career and technical education programs, including cooperative education, apprenticeship, and student organizations. Students receive high-quality instruction, assessment, guidance and counseling services, and job placement. Preparatory and supplementary services, as appropriate, are provided to assist special populations to succeed in their selected program area.
- Colleges offer comprehensive counseling and student support services for all students, including special populations.
- Colleges provide supplemental services including curricula modifications, equipment modifications, classroom modifications, and instruction aid and devices.
- Special population students are provided services through Jobs for Alabama Graduates (JAG) to assist in overcoming barriers to high school graduation and to provide work-based learning experiences that lead to enrollment in postsecondary institutions and/or entry into high-skill, high-wage, or high-demand occupations.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]
 - The secondary Accountability Task Force will review copies of the current measurement definitions and approaches. Draft copies will be sent electronically to the local administrator of all secondary eligible recipients. Accompanying these definitions and approaches will be instructions on how the recipients can provide input into the decisions to be made. Regional meetings will be held to solicit input, to allow discussion among attendees, and for additional feedback with recommendations and suggestions.
 - Department of Postsecondary Education personnel will establish a “Perkins IV Accountability Committee” that will develop draft performance measures, definitions, standards, and procedures. Through a series of iterations with college administrators and faculty, an internal working draft will be developed. This draft will be presented to stakeholders at a series of regional meetings. Stakeholder feedback will be the basis for the final draft to be presented to the Alabama State Board of Education for its consideration/approval.
2. You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]
 - The secondary Accountability Task Force will establish the state-adjusted level of performance for each of the core indicators. Representatives of the eligible recipients will be given draft copies of the performance levels with explanations as to how these were determined. These representatives will be required to distribute this information to appropriate stakeholders in order for all to know what is currently required. Feedback of recommendations and suggestions from stakeholders will be used, if necessary, in negotiating the performance levels.
 - Department of Postsecondary Education personnel will establish a “Perkins IV Accountability Committee” that will develop draft performance measures, definitions, standards, and procedures. Through a series of iterations with college administrators and faculty, an internal working draft will be developed. This draft will be presented to stakeholders at a series of regional meetings. Stakeholder feedback will be the basis for the final draft to be presented to the Alabama State Board of Education for its consideration/approval.
 - Colleges will identify in their College Plan for Career and Technical Education locally identified performance measures along with corresponding target levels of performance.

- A “modified Delphic approach” will be used to establish state-adjusted levels of performance for the core indicators. Through a series of iterations with college personnel, consensus will be reached regarding the state-adjusted levels of performance.
3. You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

See Forms - Part C.

4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 113(b)(2)(F)]
 - All core indicators are those required by the legislation. Transition Plan core indicators are aligned with the State’s accountability reporting as required by the NCLB legislation.
 - Applicable postsecondary core indicators will correspond with those established for Workforce Investment Act reporting.
5. On the forms provided in Part C of this guide, you must provide, for the first two years covered by the State Plan (July 1, 2007 – June 30, 2008, and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above.

See Forms - Part C.

6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under Section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i)(II); Sec. 122(c)(10)(B)]
 - If the eligible recipient does not accept the state-adjusted levels of performance, the recipient must submit a request for local-adjusted levels. This submission will include the rationale for the request.
 - A college may submit a request for local-adjusted levels. This submission will include the rationale for the request and agreement by the college’s Strategic Analysis Team.

7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local-adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]
 - The criteria to allow requests for revisions in performance levels will be based on the negative impact on programs caused by any of the following: a decrease in funds to support current programs; the opening or closing of programs; and disasters that impact student performance. Eligible recipients will be allowed to request revisions to its local adjusted levels of performance after annual data reports are provided in April. Requests for revisions must be received by June 1. Decisions on adjustments will be finalized by July 1.
 - CTE staff at the Department of Postsecondary Education and the Chancellor of The Alabama College System will evaluate each request based on situations unique to the college making the request.
8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].
 - The data relating to students participating in secondary career and technical education programs will be the same as for all other programs in a local school district. This data is disaggregated for all programs, including Tech Prep, according to the required special populations categories. A cross-check will be made of this data when the local school system is monitored.
 - Colleges will report current levels of disaggregated performance data in comparison with target levels of performance. Data will be cross-checked against other databases; college presidents will verify accuracy.
9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]
 - Each consortium receiving funds under Perkins IV will submit an improvement plan, if the minimum levels of performance are not met. The improvement plans will be monitored in three phases through desk audits of documentation by SDE staff, submission of certification of continued compliance by the local administrator, and with an on-site review occurring during the comprehensive monitoring of the school system and/or during the on-site review for business/industry certification.
 - Consortia will form collaborative administrative structures; agreement will be reached with the collaborative unit.
10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

- Each local school system must conduct a compliance review annually and certify the compliance of CTE programs meeting the established standards. Where applicable, the compliance documentation is shared with other federal programs.
- Colleges will submit annual performance reports, which will include modifications to their College Plan for Career and Technical Education; modifications will be based on evaluated performance.
- Common measures will exist between postsecondary career and technical education and Workforce Investment Act reporting.

B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

See Forms - Part C.

2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of CTE students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.
 - Technical skill assessments are not currently available from the state level.

V. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

States that submit a one-year transition plan that includes Title II tech prep programs must address, at a minimum, its plans or the State's planning process for the following items: A(1);B(1); and B(2). States that submit a six-year State plan that includes Title II tech prep programs must address all of the items below.

A. Statutory Requirements

1. You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]
 - Tech Prep allocations will be divided and awarded using the following formula, which is based upon each consortia's percentage of seats eligible for articulation and the number of courses for which articulated credit is received for FY 2005-2006.

Number of seats reported in career/tech classes eligible for articulation (Students may be counted more than once.) 50% of award

Number of courses for which postsecondary articulated credit was received within 18 months of high school graduation 50% of award

B. Other Department Requirements

1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.
 - The Tech Prep allocation will be split between the basic grant and a competitive Tech Prep grant. All recipients (secondary and postsecondary) will be required to implement the eight essential elements of Tech Prep.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]
 - Funds received through the allotment made under Section 111 of the Act, including those funds received under Section 202(2) that will be consolidated, will be allocated 80 percent to secondary and 20 percent to postsecondary. The rationale for this allocation is based on the unduplicated enrollment at each level and the oversight responsibility that secondary has as the eligible agency. The 2006 Consolidated Annual Report gives the unduplicated enrollment for secondary education as 164,539 and for postsecondary as 50,624.
 - The secondary formula uses the population data provided by the Census Bureau and the poverty data collected under the ESEA of 1965 to allocate 30 percent of the funds according to the number of individuals ages 5-17 who reside in the district served by the LEA and 70 percent according to the number of individuals ages 5-17 residing in the district and are from families whose incomes are below the poverty level for the previous fiscal year.
 - Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins basic grant funds.
2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]
 - Based on the current year funds received, a preliminary allocation of \$13,150,112 is made available to the 131 local school systems and educational service agencies within the state. The secondary area career and technical schools operate as a part of the total school district and do not receive a separate allocation.
 - Funds are allocated according to the formula given in the Act, Section 131(a)(1)(2).
 - Tech Prep funds are awarded through a formula based upon the number of secondary students taking courses eligible for articulation and the number of courses for which articulated credit was received at state two-year and technical colleges.
3. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

- Based on the current year funds received, a preliminary allocation of \$3,287,528 is made available to the postsecondary institutions within the State.
 - Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins basic grant funds.
4. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]
 - Allocations to consortia formed among secondary schools and eligible institutions are made based on the number of secondary students taking courses eligible for articulation and the number of courses for which articulated credit was received at the eligible institutions during the preceding fiscal year.
 - Local education agencies decide who will participate in a consortium and agree on the fiscal agent. A representative of the consortium notifies the eligible agency of the decision to form a consortium and gives the identity of the fiscal agent.
 5. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]
 - Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins basic grant funds.
 6. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]
 - Eligible recipients are given an allocation of funds by the eligible agency according to the legislated formula in Section 131(a)(1) and (2). When there are changes in school district boundaries, the adjustments are made at the beginning of the new fiscal year. A new school district will receive an allocation based on a pro rata share of the numbers in the formula for the preceding fiscal year for the school district of which it was a part. There are no charter schools receiving allocations.
 7. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the

basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

- There is no proposed alternative allocation formula to be used in Alabama during the transition year.

B. Other Department Requirements

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

See Forms – Part B

2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

See attached listing of allocations made to consortia.

3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.
 - Formulas used to allocate funds available to secondary and postsecondary are those provided in the Act, Section 131(a)(1)(2) and Section 132(a)(1)(2) respectively. **See Forms - Part B for allocations.**
 - Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins basic grant funds.
4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.
 - Grants awarded on a competitive basis go through a systematic review. The process includes the release of the Request for Proposal (RFP) to all eligible recipients. Eligible recipients include all of the LEAs in Alabama. Notification of the request for RFP is sent to all superintendents and Career/Technical Administrators in the LEAs. In all instances, notification of the availability of technical assistance in the development of the proposal is included in the information section of the RFP. Technical assistance can include, but is not limited to, in-person meetings, videoconferences, emails, and phone calls.
 - The proposals are returned to the Career/Technical Education Section and logged in upon receipt.
 - Readers for each RFP are from outside the Career/Technical Education Section and the Alabama Department of Education. Readers represent business, industry, and

agencies with knowledge of the area or areas to be addressed in the RFP. Diversity within the selected readers is ensured. The readers are provided with research to support the elements to be included in the proposal, compliance items, and definition of terms. A minimum of three individuals reads each proposal.

- Selection of the recipient is determined upon completion of the review, ratings of all the readers, and a tally of these ratings.
- All selected proposals are reviewed by the Career/Technical Education Section with specific knowledge of the area addressed in the proposal, the Director of Career/Technical Education, the Accounting Department of the Alabama Department of Education, the Deputy State Superintendent for Professional Services, and the State Superintendent of Education.
- The Department of Postsecondary Education does not anticipate exercising the reserve option.

5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

See No. 4.

- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins basic grant funds.
6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.
See No. 4.

- Funds will be allocated to colleges and, if applicable, consortia of colleges based on the number of Pell grant recipients (or in the case of incarcerated students, those who would otherwise be Pell eligible). Colleges will submit a College Plan for Career and Technical Education, which serves as the application for Perkins basic grant funds.

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

See Attachment 12: EDGAR Certifications.

B. Other Assurances

See Attachment 13: Other Assurances.

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ 19,774,207
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 1,495,785
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ 21,269,992
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ 18,079,493
1. Reserve (<i>not more than 10% of Line D</i>)	\$ 1,807,949
a. Secondary Programs (<u>80%</u> of <i>Line D.1</i>)	\$ 1,446,359
b. Postsecondary Programs (<u>20%</u> of <i>Line D.1</i>)	\$ 361,590
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$ 16,271,544
a. Secondary Programs (<u>80%</u> of <i>Line D.2</i>)	\$ 13,017,235
b. Postsecondary Programs (<u>20%</u> of <i>Line D.2</i>)	\$ 3,254,309
E. State Leadership (not more than 10%) (<i>Line C x 10%</i>)	\$ 2,126,999
1. Nontraditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$20,000)	
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$ 1,063,500
G. State Match (<i>from non-federal funds</i>) ¹	\$ 1,063,500

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	\$ 1,995,785
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 1,495,785
C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>)	\$ 500,000
D. Tech-Prep Funds Earmarked for Consortia	\$ 475,000
1. Percent for Consortia (<i>Line D divided by Line C</i>) [<u>95</u> %]	
2. Number of Consortia <u>6</u>	
3. Method of Distribution (<i>check one</i>):	
<u>X</u> Formula	
<u>X</u> Competitive	
E. Tech-Prep Administration	\$ 25,000
1. Percent for Administration (<i>Line E divided by Line C</i>) [<u>5</u> %]	

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants – Students who have earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrators – Students who have earned two (2) credits in a single CTE program area where two-credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

Participants – Students who have earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrators – Students who complete a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year) (7/1/05-6/30/06)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the state's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B:	L: 81% A:	L: 81% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the statewide high school mathematics assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the state's computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B:	L: 68% A:	L: 68% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	(TBD)	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of CTE concentrators who earned a secondary school diploma, a GED, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B:	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated using the state's computation of its graduation rate as describe in Section 111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B:	<p>L: Will be pre-populated at the request of the state</p> <p>A:</p>	<p>L: Will be pre-populated at the request of the state</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Surveys	B:	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE participants from underrepresented gender groups in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number CTE participants in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.		B:	L:	L:
	Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.			A:	A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.	College Survey Data	B:	L:	L:
	Denominator: Number of CTE concentrators who left postsecondary education during the reporting year			A:	A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>		B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p>		B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/05-6/30/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	

ATTACHMENT 1



ATTACHMENT 2

EARLY COLLEGE ENROLLMENT PROGRAM GUIDELINES

1. GENERAL

- a. Through the Early College Enrollment Program (ECEP), qualifying high school juniors and seniors earn college credits while completing high school. ECEP participants earn credits applicable toward high school graduation and college degree requirements at no cost to the student.
- b. Participation in the ECEP program does not affect a student's eligibility to participate in high school extracurricular activities provided the student meets minimum requirements of "Academics First."
- c. Any public community and/or technical college and public high school in Alabama may provide the ECEP option for secondary students.
- d. Participation in the ECEP and in any particular career/technical postsecondary program is at the discretion of the local education agency (LEA).
- e. Students are not restricted to attending the two-year college(s) which service area(s) includes their high school.
- f. The maximum length of the ECEP is four semesters for students who enter as high school juniors and two semesters for those who enter as seniors.
- g. ECEP students may remain enrolled one additional semester past the maximum number of semesters to complete remaining course requirements. The cost of attending the additional semester is the responsibility of the student.
- h. By taking the College-Level Examination Program (CLEP), students may receive college credit in mathematics, English, science, and history/behavioral sciences through the credit-by-examination process. The cost of the CLEP is the responsibility of the student.
- i. Enrollment slots shall be reserved each year in each postsecondary major (technical and allied health) for ECEP students as determined by the college.
- j. There shall be one representative from each participating LEA and one representative from each college to coordinate activities associated with the ECEP.
- k. ECEP graduates shall have the opportunity to earn an industry credential or certification when available. Colleges will provide to ECEP graduates documentation of technical, technological, academic, and employability skills attained.
- l. Students who enter the ECEP as high school juniors may enroll in a maximum of three developmental courses the semester immediately preceding the semester of ECEP enrollment. Students who enter as high school seniors may enroll in a maximum of three developmental courses the fall, spring, and/or summer semester prior to ECEP enrollment. Colleges shall provide institutional scholarships to students that cover costs of tuition and

fees for these developmental courses. Only those students whose acceptance in the ECEP is conditional because of insufficient COMPASS placement test scores may receive these scholarships. A scholarship will cover the cost of taking a course once and will not be available for repeating a course.

- m. The Early College Enrollment Program Guidelines and Alabama High School Diploma Options document will be reviewed annually by the State Department of Education and the Department of Postsecondary Education for necessary revisions.
- n. The LEA and the college will ensure compliance with the Children's Internet Protection Act (CIPA).

2. INTENDED BENEFITS

- a. Promotes articulation between secondary and postsecondary education for career/technical education courses.
- b. Allows student to earn college credits before high school graduation at no cost to the student.
- c. Provides diploma options that meet academic requirements for applied associate degree and occupational/technical certificate.
- d. Provides diploma options that accommodate students wishing to transfer credit to baccalaureate degree programs.
- e. Prepares students to enter high-skill, high-wage employment earlier in their career.
- f. Expands program and delivery options for secondary students.
- g. Encourages high-achieving students to enroll in career/technical education.
- h. Creates structure for delivering high-cost programs at greater efficiency in small/rural school systems.
- i. Motivates students.
- j. Expands career exploration options available to secondary students.

3. CURRICULUM TRACKS AND CREDENTIALS EARNED (Attachment A)

- a. The ECEP shall accommodate students who wish to enroll in courses leading to and/or providing a: 1) terminal two-year career/technical degree, 2) university transfer credits for programs in the career/technical fields, or 3) credit hours applicable toward a postsecondary credential.
- b. Students may pursue coursework applicable to a certificate, AAT, or AAS degree in The Alabama College System.

- c. Any deviation from courses listed in Attachment A requires approval by the college president and the school district superintendent or their designees.
- d. Students must pass all sections of the Alabama High School Graduation Exam before being admitted to the college under the ECEP.

4. APPLICABLE PROGRAMS

- a. Postsecondary programs applicable to the ECEP are those designated as “career/technical” by the Alabama Department of Postsecondary Education.
- b. Students may change majors at the end of a semester.

5. MINIMUM CRITERIA FOR PROGRAM APPLICANTS

- a. Completed tenth grade.
- b. Passed all sections of the Alabama High School Graduation Exam.
- c. Declared postsecondary career/technical education major.
- d. Indication of aptitude and interest in a career based on results of standardized interest/aptitude assessments.
- e. Earned required high school units in courses specified for diploma option (Attachment A).
- f. Have a minimum of a 2.5 grade point average (on a 4.0 scale) in required high school courses specified for diploma option.
- g. Score 480 or above on the SAT I verbal and 480 or above on the SAT I math; or score 20 or above on the English and math portions of the ACT assessment; or score at or above the level on COMPASS test required for placement into English 101 and Math 100. Students who do not meet any of these requirements, but who meet the other criteria for program participation, may qualify by passing applicable developmental courses.
- h. ECEP application and completion of COMPASS placement test must be accomplished by May 1 prior to entering fall semester; August 1 prior to entering spring semester; or March 1 prior to entering summer semester.

6. COST

- a. Tuition is \$1000 per student per semester. ECEP students will enter college as full-time students and must maintain a minimum of 12 credit hours per semester.
- b. Students needing financial assistance to obtain materials and supplies may receive assistance from the college through mechanisms established for this purpose.

- c. Students who graduate from the ECEP will receive a one-time 50% tuition reduction for coursework taken in The Alabama College System. The tuition reduction is applicable to courses taken during the first semester of enrollment following graduation from the ECEP and is available for up to one year after graduation. The tuition reduction is applicable only to courses taken as part of a career/technical education program or as a continuation of the ECEP major.

7. STUDENT ATTENDANCE AND TRANSPORTATION

- a. Students are responsible for providing their own transportation to the ECEP courses unless transportation is provided voluntarily by the LEA.
- b. ECEP participants shall function according to the school day as outlined at the college where the ECEP is offered.

8. ELIGIBLE COURSES

- a. Completing course requirements listed in Attachment A satisfies Alabama high school graduation requirements for the applicable option for students who successfully complete the ECEP.
- b. Developmental courses and other non-credit courses are not creditable toward completion of the ECEP. Elective courses outside the student's major are not included in the ECEP program.
- c. Unless provided through distance learning (advisement required) or dictated by unique circumstances, courses for ECEP students are the same courses as those for regular college students.
- d. ECEP students may enroll in evening courses only under strict advisement and with approval from the college president and the LEA superintendent. (Note: Task Force will discuss this. Concern exists over students having too much free time during the day. However, some students may have to work during the day and may be available for evening classes only.)

9. ADMISSIONS, FINANCIAL AID, COUNSELING, AND STUDENT PROGRESSION

- a. Students' applications for the ECEP are scored based on criteria established by the Chancellor of The Alabama College System and the State Superintendent of Education. A panel appointed by the college president and the State Director for Career/Technical Education, SDE, evaluates applications. Enrollment slots shall be filled first by applicants with the highest scores.
- b. ECEP applicants having earned more than the minimum high school units in English, mathematics, science, and social studies receive additional points on their ECEP program application.
- c. ECEP applicants who have earned career/technical tech prep credit and/or college credit receive additional points on their ECEP program application.

- d. Potential ECEP applicants shall have on file a four-year plan (high school) developed through coordinated efforts between secondary and postsecondary counselors to ensure that coursework is appropriate at all levels for entry and successful completion of the ECEP and to ensure that students are on track to graduate.
- e. ECEP students are counted in attendance reports for both the LEA and colleges. Colleges shall report absences, discipline, and other information as required by the LEA.
- f. ECEP students are not eligible to receive federal financial aid.
- g. ECEP students shall receive detailed academic advisement and counseling at the college to ensure that they are making acceptable progress in the ECEP, with particular emphasis on acceptable progress toward high school graduation.
- h. Students must maintain an overall grade point average of at least 2.0 (on a 4.0 scale) in the ECEP.
- i. A student who receives a mid-term grade of less than a C is required to attend tutoring sessions or other special assistance activities arranged by the college until the academic advisor determines adequate progress is being made in the applicable course(s).
- j. For the duration of the program, ECEP students who pass one course with a "D" shall be placed on academic caution. Those who pass two courses with a "D" shall be placed on academic alert. Those who pass three or more courses with a "D" shall be dismissed from the ECEP. ECEP students on academic caution or alert shall be provided tutoring sessions or other special assistance activities arranged by the college until the academic advisor determines adequate progress is being made in the applicable course(s).
- k. ECEP students who fail a course shall be dismissed from the program unless granted a waiver by the college president and LEA superintendent. Students on academic alert status cannot be granted a waiver. A waiver can be granted only after consultation with the student, parent/guardian, high school counselor, and college academic advisor. Through consultation, all parties shall be informed of and acknowledge that, because of the failing grade, the student may not be eligible to graduate from high school "on time" and may have to take additional classes should the student leave the ECEP and return to the traditional high school setting. To protect the student's academic progress toward high school graduation, waivers shall rarely be granted and only in response to extreme circumstances faced by the student.
- l. ECEP students who fail more than one course shall be dismissed from the program.
- m. The full array of student services offered by the college, including tutoring, shall be available to ECEP participants.
- n. Students may enter the ECEP only as beginning high school juniors or as beginning high school seniors.
- o. ECEP students with disabilities will receive appropriate accommodations. The college and the LEA shall make the necessary coordination to ensure the accommodations are made.

- p. The college and the LEA shall provide an orientation meeting for students and their parents prior to ECEP entry. This orientation is to ensure that all parties understand the ECEP and are aware of the program policies and procedures.

10. STUDENT WITHDRAWAL, DISMISSAL

- a. A student may withdraw from the ECEP only at the end of a semester.
- b. Students who exit the ECEP and return to high school can apply college credits toward high school graduation requirements as specified in dual enrollment policies.

11. RECORDS, REPORTING

- a. LEA receives per pupil allocation for ECEP participants.
- b. LEAs shall report ECEP students through regular reporting procedures and in accordance with directives from the State Superintendent of Education.
- c. Colleges shall report ECEP students through regular reporting procedures and in accordance with directives from the Chancellor of The Alabama College System.
- d. The college shall provide mid-term and final grade reports (in numeric form) to students, parent/guardians, high school counselors, and postsecondary academic advisors.
- e. Credits earned through the ECEP shall be transcribed on the college transcript as a letter grade and the high school transcript in numeric form. At the secondary level, college credits shall be transcribed as dual enrollment high school/collegiate coursework creditable toward graduation requirements.
- f. Colleges shall report absences of ECEP students to designated LEA personnel.

12. DUE PROCESS

- a. ECEP students shall be provided all due process afforded to any postsecondary student.
- b. Students may appeal, in writing to the local superintendent within 15 days, decisions regarding dismissal from the ECEP program. The local superintendent may intervene, at his discretion, on behalf of the student to the college president.

ECEP COURSE REQUIREMENTS (JUNIOR ENTRY, AAS COURSES)

These courses are for students **entering the ECEP as high school juniors**. Students in a program **leading to an AAS degree** should take courses from the list below. Deviation from the courses listed requires approval from the college president and school district superintendent or their designees.

Required H.S. Units	Required H.S. Courses	Required College Credits	Required College Courses
2 units	English Composition	9 credits*	<p>Area I (Written Composition) <i>Articulation and General Studies Committee (AGSC)</i> ENG101 required course (Grade of "C" or better required) ENG102 strongly advised (Grade of "C" or better required)</p> <p>Area II (Humanities and Fine Arts) <i>Articulation and General Studies Committee (AGSC) approved:</i> ART 100, ART203, ART204, ENG251, ENG252, ENG261, ENG262, ENG271, ENG272, FRN101, FRN102, FRN201, FRN202, GRN101, GRN102, GRN201, GRN202, HUM101, HUM102, HUM130, HUM299-01, HUM299-02, HUM 299- 03, IDH106, IDH110, IDH208, IDH214, IDS102, JAP101, JAP102, MUS 101, PHL106, PHL206, REL151, REL152, SPA101, SPA102, SPA201, SPA202, SPH106, SPH107, SPH116, THR 120, THR126</p>
2 units	Mathematics (minimum Algebra I and Geometry)	3-6 credits**	<p>Area III (Natural Sciences & Mathematics) <i>Articulation and General Studies Committee (AGSC) approved:</i> MTH 110, MTH 112, MTH113, MTH115, MTH120, MTH125, MTH126, MTH227, MTH237, MTH238</p> <p>Other Options Not Approved by AGSC: MTH100</p>
2 units	Science (Biology and Physical Science)	3-6 credits**	<p>Area III (Natural Science and Mathematics) <i>Articulation and General Studies Committee (AGSC) approved:</i> AST220, BIO101, BIO102, BIO103, BIO104, CHM104, CHM105, CHM111, CHM112, GEO101, GEO102, GLY101, GLY102, IDH107, IDH109, PHS111, PHS112, PHY120, PHY201, PHY202, PHY213, PHY214</p> <p>Other Options Not Approved by AGSC: INT 104, PHY115</p>
2 units	Social Studies	3 credits	<p>Area IV (History, Social, and Behavioral Sciences) <i>Articulation and General Studies Committee (AGSC) approved:</i> ANT200, ANT210, ANT220, ANT226, ANT230, ECO231, ECO232, GEO100, GEO201, HIS101, HIS102, HIS121, HIS122, HIS201, HIS202, IDH206, POL200, POL211, PSY200, PSY210, SOC200, SOC210</p>
0 units	Career/ Technical	21-36 credits	<p>Area V (Career/Technical or Pre-professional) WKO 106, Workplace Readiness, is recommended <i>Articulation and General Studies Committee (AGSC)</i></p>
3 units	Electives	3 credits	Courses as outlined in Areas II-IV or computer or pre-professional/technical credits for major
1 unit	Physical Ed.		
.5 unit	Health Ed.		
.5 unit	Arts Ed.		
1 unit	Computer Applications		
Total: 14		Total: 48 - 60	

*Minimum 9 credits in Areas I & II (3-6 in Area I and 3-6 in Area II)

**Minimum 9 credits in Area III (3-6 mathematics and 3-6 natural sciences)

ECEP COURSE REQUIREMENTS (JUNIOR ENTRY, CERTIFICATE AND AAT COURSES)

These courses are for students **entering the ECEP as high school juniors**. Students in a program leading to a certificate or an AAT degree should take courses from the list below. Deviation from the courses listed requires approval from the college president and school district superintendent or their designees.

Required H.S. Units	Required H.S. Courses	Required College Credits	Required College Courses
2 units	English Composition	6-9 credits*	<p>Area I (Written Composition) <i>Articulation and General Studies Committee (AGSC)</i> ENG101 required course (Grade of "C" or better required) ENG102 strongly advised (Grade of "C" or better required)</p> <p>Area II (Humanities and Fine Arts) <i>Articulation and General Studies Committee (AGSC) approved:</i> ART 100, ART203, ART204, ENG251, ENG252, ENG261, ENG262, ENG271, ENG272, FRN101, FRN102, FRN201, FRN202, GRN101, GRN102, GRN201, GRN202, HUM101, HUM102, HUM130, HUM299-01, HUM299-02, HUM 299-03, IDH106, IDH110, IDH208, IDH214, IDS102, JAP101, JAP102, MUS 101, PHL106, PHL206, REL151, REL152, SPA101, SPA102, SPA201, SPA202, SPH106, SPH107, SPH116, THR 120, THR126</p>
2 units	Mathematics (minimum Algebra I and Geometry)	3 credits	<p>Area III (Natural Sciences & Mathematics) <i>Articulation and General Studies Committee (AGSC) approved:</i> MTH 110, MTH 112, MTH113, MTH115, MTH120, MTH125, MTH126, MTH227, MTH237, MTH238</p> <p>Other Options Not Approved by AGSC: MTH100</p>
2 units	Science (Biology and Physical Science)	3 credits	<p>Area III (Natural Science and Mathematics) <i>Articulation and General Studies Committee (AGSC) approved:</i> AST220, BIO101, BIO102, BIO103, BIO104, CHM104, CHM105, CHM111, CHM112, GEO101, GEO102, GLY101, GLY102, IDH107, IDH109, PHS111, PHS112, PHY120, PHY201, PHY202, PHY213, PHY214</p> <p>Other Options Not Approved by AGSC: INT 104, PHY115</p>
2 units	Social Studies	0-3 credits	<p>Area IV (History, Social, and Behavioral Sciences) <i>Articulation and General Studies Committee (AGSC) approved:</i> ANT200, ANT210, ANT220, ANT226, ANT230, ECO231, ECO232, GEO100, GEO201, HIS101, HIS102, HIS121, HIS122, HIS201, HIS202, IDH206, POL200, POL211, PSY200, PSY210, SOC200, SOC210</p>
0 units	Career/Technical	30-48 credits	<p>Area V (Career/Technical or Pre-professional) WKO 106, Workplace Readiness, is recommended <i>Articulation and General Studies Committee (AGSC)</i></p>
3 units	Electives	0-3 credits	Courses as outlined in Areas II-IV or computer or pre-professional/technical credits for major
1 unit	Physical Ed.		
.5 unit	Health Ed.		
.5 unit	Arts Ed.		
1 unit	Computer Applications		
Total: 14		Total: 48 - 60	

**Minimum 6 credits in Areas I & II (3-6 in Area I and 3-6 in Area II)*

ECEP COURSE REQUIREMENTS (SENIOR ENTRY, AAS COURSES)

These courses are for students **entering the ECEP as high school seniors**. Students in a program **leading to an AAS degree** should take courses from the list below. Deviation from the courses listed requires approval from the college president and school district superintendent or their designees.

Required H.S. Units	Required H.S. Courses	Required College Credits	Required College Courses
3 units	English Composition	3-6 credits	<p><i>Area I (Written Composition)</i> <i>Articulation and General Studies Committee (AGSC)</i> ENG101 required course (Grade of "C" or better required) ENG102 strongly advised (Grade of "C" or better required)</p> <p><i>Area II (Humanities and Fine Arts)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> ART 100, ART203, ART204, ENG251, ENG252, ENG261, ENG262, ENG271, ENG272, FRN101, FRN102, FRN201, FRN202, GRN101, GRN102, GRN201, GRN202, HUM101, HUM102, HUM130, HUM299-01, HUM299-02, HUM 299- 03, IDH106, IDH110, IDH208, IDH214, IDS102, JAP101, JAP102, MUS 101, PHL106, PHL206, REL 151, REL152, SPA101, SPA102, SPA201, SPA202, SPH106, SPH107, SPH116, THR 120, THR126</p>
3 units	Mathematics (minimum Algebra I and Geometry)	3 credits	<p><i>Area III (Natural Sciences & Mathematics)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> MTH 110, MTH 112, MTH113, MTH115, MTH120, MTH125, MTH126, MTH227, MTH237, MTH238</p> <p><i>Other Options Not Approved by AGSC:</i> MTH100</p>
3 units	Science (Biology and Physical Science)	3 credits	<p><i>Area III (Natural Science and Mathematics)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> AST220, BIO101, BIO102, BIO103, BIO104, CHM104, CHM105, CHM111, CHM112, GEO101, GEO102, GLY101, GLY102, IDH107, IDH109, PHS111, PHS112, PHY120, PHY201, PHY202, PHY213, PHY214</p> <p><i>Other Options Not Approved by AGSC:</i> INT 104, PHY115</p>
3 units	Social Studies	3 credits	<p><i>Area IV (History, Social, and Behavioral Sciences)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> ANT200, ANT210, ANT220, ANT226, ANT230, ECO231, ECO232, GEO100, GEO201, HIS101, HIS102, HIS121, HIS122, HIS201, HIS202, IDH206, POL200, POL211, PSY200, PSY210, SOC200, SOC210</p>
0 units	Career/ Technical	12-18 credits	<p><i>Area V (Career/Technical or Pre-professional)</i> WKO 106, Workplace Readiness, is recommended <i>Articulation and General Studies Committee (AGSC)</i></p>
4 units	Electives	0-3 credits	Courses as outlined in Areas II-IV or computer or pre-professional/technical credits for major
1 unit	Physical Ed.		
.5 unit	Health Ed.		
.5 unit	Arts Ed.		
1 unit	Computer Applications		
Total: 19		Total: 24 - 30	

ECEP COURSE REQUIREMENTS (SENIOR ENTRY, CERTIFICATE AND AAT COURSES)

These courses are for students **entering the ECEP as high school seniors**. Students in a program **leading to an AAT degree** should take courses from the list below. Deviation from the courses listed requires approval from the college president and school district superintendent or their designees.

Required H.S. Units	Required H.S. Courses	Required College Credits	Required College Courses
3 units	English Composition	3-9 credits	<p><i>Area I (Written Composition)</i> <i>Articulation and General Studies Committee (AGSC)</i> ENG101 required course (Grade of "C" or better required) ENG102 strongly advised (Grade of "C" or better required)</p> <p><i>Area II (Humanities and Fine Arts)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> ART 100, ART203, ART204, ENG251, ENG252, ENG261, ENG262, ENG271, ENG272, FRN101, FRN102, FRN201, FRN202, GRN101, GRN102, GRN201, GRN202, HUM101, HUM102, HUM130, HUM299-01, HUM299-02, HUM 299- 03, IDH106, IDH110, IDH208, IDH214, IDS102, JAP101, JAP102, MUS 101, PHL106, PHL206, REL151, REL152, SPA101, SPA102, SPA201, SPA202, SPH106, SPH107, SPH116, THR 120, THR126</p>
3 units	Mathematics (minimum Algebra I and Geometry)	3 credits	<p><i>Area III (Natural Sciences & Mathematics)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> MTH 110, MTH 112, MTH113, MTH115, MTH120, MTH125, MTH126, MTH227, MTH237, MTH238</p> <p><i>Other Options Not Approved by AGSC:</i> MTH100</p>
3 units	Science (Biology and Physical Science)	3 credits	<p><i>Area III (Natural Science and Mathematics)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> AST220, BIO101, BIO102, BIO103, BIO104, CHM104, CHM105, CHM111, CHM112, GEO101, GEO102, GLY101, GLY102, IDH107, IDH109, PHS111, PHS112, PHY120, PHY201, PHY202, PHY213, PHY214</p> <p><i>Other Options Not Approved by AGSC:</i> INT 104, PHY115</p>
3 units	Social Studies	0-3 credits	<p><i>Area IV (History, Social, and Behavioral Sciences)</i> <i>Articulation and General Studies Committee (AGSC) approved:</i> ANT200, ANT210, ANT220, ANT226, ANT230, ECO231, ECO232, GEO100, GEO201, HIS101, HIS102, HIS121, HIS122, HIS201, HIS202, IDH206, POL200, POL211, PSY200, PSY210, SOC200, SOC210</p>
0 units	Career/ Technical	15-21 credits	<p><i>Area V (Career/Technical or Pre-professional)</i> WKO 106, Workplace Readiness, is recommended <i>Articulation and General Studies Committee (AGSC)</i></p>
4 units	Electives	0-3 credits	Courses as outlined in Areas II-IV or computer or pre-professional/technical credits for major
1 unit	Physical Ed.		
.5 unit	Health Ed.		
.5 unit	Arts Ed.		
1 unit	Computer Applications		
Total: 19		Total: 24 - 30	

ATTACHMENT 3

SUPP. NO. 98-4 INSTRUCTIONAL SERVICES

290-3-1-.02(c)2

290-3-1-.02(10)(a)3.

(10) Dual Enrollment - Postsecondary Institutions. Local boards of education may establish dual enrollment programs allowing certain high school students to enroll in postsecondary institutions in order to dually earn credits for a high school diploma and/or a postsecondary degree at both the high school and participating postsecondary levels. The dual enrollment program is open to all students meeting the following requirements:

(a) Eligible Students. Students participating in a dual enrollment program shall pay normal tuition as required by the postsecondary institution and shall meet the following requirements:

1. Have a "B" average, as defined by local board of education policy, in completed high school courses;
2. Have written approval of the student's principal and superintendent; and
3. Be in Grade 10, 11, or 12 or have an exception granted by the participating postsecondary institution upon the recommendation of the student's principal and superintendent and in accordance with AAC Rule 290-8-9-.17 regarding gifted and talented students.

4. Students enrolled in Grade 10, 11, or 12 who do not have a "B" average in completed high school courses may be deemed eligible to participate in dual enrollment courses pending demonstrated ability to benefit as documented by successful completion and placement identification on assessments approved by the Department of Postsecondary Education. Students eligible under this section will be restricted to pursuing career/technical and health-related courses. Students enrolled under this provision must have earned a "B" average in high school courses related to the occupational/technical studies, if applicable, which the student intends to pursue at the postsecondary level and have maintained an overall grade point average of 2.50. Students enrolled under this provision must have written approval of the students' principal and superintendent.

(b) Course offerings.

1. Courses shall be postsecondary/college level. Postsecondary/college level remedial courses shall not meet the requirements of this program.
2. Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of

the students' principal, superintendent, and the participating postsecondary institution president.

3. Local boards of education shall adopt policies addressing parental permission and travel for courses offered off the high school campus during the normal school day.

(c) Credits. Ten quarter/six semester credit hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. Partial credit agreements shall be developed between the local board of education and participating postsecondary institutions.

(d) Articulation. Four year colleges/universities are encouraged to participate in this program utilizing the same guidelines.

ATTACHMENT 4

BUSINESS/INDUSTRY RECAP SHEET
ADMINISTRATOR'S SECTION 1

System: _____

Review Date: _____

Superintendent: _____

Report Filing Date: _____

C/T Adm: _____

SDE Facilitator _____

Instructions: Highlight the programs reviewed on the system's current LEA Form14. Correct program names on LEA Form14, as needed. Attach the highlighted LEA Form14 to this Recap Sheet.

Check One	Cycle 2 Review Date	Program Certification Deadline
<input type="checkbox"/>	2004-2005	May 31, 2007
<input type="checkbox"/>	2005-2006	May 31, 2008
<input type="checkbox"/>	2006-2007	May 31, 2009
<input type="checkbox"/>	2007-2008	May 31, 2010
<input type="checkbox"/>	2008-2009	May 31, 2011

We, the undersigned, agree that the Administrator's Section has been reviewed and certify that the information provided below is correct to the best of our knowledge.

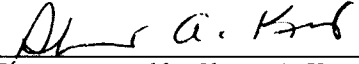
We found all quality factors/checklist items to be in compliance. _____

We found the quality factors/checklist items listed on the reverse side of this form to be deficient. _____

Team Member's Signature

Team Member's Signature

Form BIC8-1Rev09/08/06


Form approved by Sherry A. Key, Director
Career/Technical Education

Section 1/B

Interview conducted by:
Business/Industry Team

CAREER/TECHNICAL EDUCATION General Program Business/Industry Certification STANDARDS/QUALITY FACTORS CHECKLIST Administrator's Interview Section

Alabama
Department of Education
Career/Technical Education
Post Office Box 302101
Montgomery, AL 36130-2101

School System:
SDE Facilitator:
Date:

Form BIC1B-Rev 08-15-2006

Sherry A. Key

Form approved by Sherry A. Key, Director
Career/Technical Education

STANDARD 1 – PURPOSE
THE PROGRAM HAS CLEARLY STATED GOALS RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS.

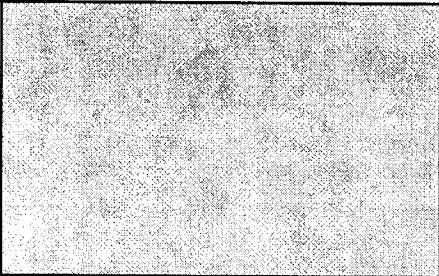
QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer did not satisfy reviewer	COMMENTS
A1B.1-04 Employment Labor market analysis, employment statistics, and opportunities to collaborate with other agencies are used in the process of establishing new programs, maintaining current programs, or terminating existing programs.	All middle level programs Career Technologies FACS Family Life	While interviewing the CTE administrator, the following are addressed: a) Discuss the employment potential that exists for each career cluster. b) What types of labor market analysis were used to determine what programs are offered? c) How is it determined that programs are meeting the community employment needs?			If Answer did not satisfy reviewer is marked for any indicator, list the non-compliant program(s) and beside it write the letter of the non-compliant indicator.
A1B.3-04 Partnerships Effective partnerships promote a mutual understanding of goals on the part of parents, general public, and employers.		While interviewing the CTE administrator, the following were addressed: a) Describe activities to develop partnerships. (other than Advisory Council) b) Describe how partnerships (other than Advisory Council) support and enhance programs. c) Describe in-school activities to promote programs to students, counselors, administrators, and faculty. d) Describe out-of-school activities to promote programs to business/industry, the community, and parents.			If Answer did not satisfy reviewer is marked for any indicator, list the non-compliant program(s) and beside it write the letter of the non-compliant indicator.

STANDARD 5 – STUDENT SERVICES
SYSTEMATIC INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES ARE USED.

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer did not satisfy reviewer	COMMENTS
A1B5.1-04 Recruitment/Retention Career/Technical Education program recruitment information is provided to all students prior to their initial enrollment to ensure that they are aware of the opportunities available through career/technical education. Recruitment/retention information for career/technical education program is provided to students participating in the programs to ensure their awareness in the continued opportunities available through various programs.		While interviewing the CTE administrator, the following were addressed: a) Describe program recruitment activities for students not currently enrolled in career/technical education programs. b) Describe activities to retain students in career/technical education programs.			If <i>Answer did not satisfy reviewer</i> is marked for any indicator, list the non-compliant program(s) and beside it write the letter of the non-compliant indicator. _____ _____ _____

STANDARD 6 – INSTRUCTION
INSTRUCTION IS SYSTEMATIC AND REFLECTS PROGRAM GOALS.

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer did not satisfy reviewer	COMMENTS
A1B6.1-04 Curriculum Alabama's Career/Technical Education curriculum must keep pace with the rapid changes in society and business/industry by offering students high-caliber learning experiences that are in a continuous process of review and improvement.		While interviewing the CTE administrator, the following questions were addressed: a) How do you ensure that the learning experiences obtained in the career/technical education programs are keeping pace with the rapid changes in society and business and industry? b) How do you ensure that students who are enrolled in courses that require prerequisites have met the requirements?			If <i>Answer did not satisfy reviewer</i> is marked for any indicator, list the non-compliant program(s) and beside it write the letter of the non-compliant indicator. _____ _____ _____

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer <u>did not</u> satisfy reviewer	COMMENTS
A1B6.3-04 Safety Safety is a vital component of career/technical education. Each program must set and enforce standards, provide training, and encourage continual improvement in safety.		While interviewing the C/T administrator, the following was addressed: a) How do you ensure that safety standards are taught and enforced?			If <i>Answer did not satisfy</i> reviewer is marked for any indicator, list the non-compliant program(s) and beside it write the letter of the non-compliant indicator. _____ _____ _____

Alabama State Department of Education
Career/Technical Education
Business/Industry Certification
Team Member BIC Process Survey

School System: _____ Business/Industry ☐
SDE Facilitator: _____ Educator ☐
Date: _____

The purpose of this survey is to provide the Career/Technical Education Section with feedback on the BIC Process. Your input is valuable in our efforts for continual improvement. Please circle the number that agrees with your response to each statement. **Fold and give to the Career/Technical Administrator for mailing.**

1. The SDE Facilitator's instructions were valuable in preparing me for the BIC review process.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

2. The SDE Facilitator conducted the BIC Review process in an objective and professional manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

3. The SDE Facilitator presented all the necessary documents for the review in an organized manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

4. The SDE Facilitator had knowledge of the quality factors and documentation required to meet the quality factors.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

5. The BIC Checklist is an effective tool to verify the standards of the program reviewed.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

6. The BIC process is a valuable tool for a Career/Technical Education program so that improvement and needed changes can be identified.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

7. BIC is a valuable process leading to increased success of all stakeholders. (teachers, community, business/industry, etc.)

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

8. The BIC process measures program quality.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

9A. (For B/I Team Member) – Knowledge gained as a BIC Review team member will lead to further participation with Career/Technical Education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

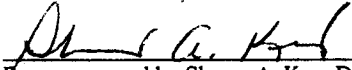
9B. (For Educator Team Member) – Knowledge gained as a BIC Review team member has served as a professional development opportunity.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

If you marked 1 or 2, please make comments on the back of this form. Additional comments and/or suggestions to improve the Business/Industry Certification process may be written on the back of this form.

Thank you for participating in the BIC Process Survey.

Form BIC8204-01, Rev09/08/06


Form approved by Sherry A. Key, Director
Career/Technical Education

Alabama State Department of Education
Career/Technical Education
Business/Industry Certification
Team Member BIC Process Survey

School System: _____ Business/Industry ☐
SDE Facilitator: _____ Educator ☐
Date: _____

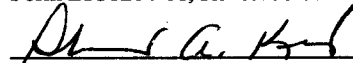
The purpose of this survey is to provide the Career/Technical Education Section with feedback on the BIC Process. Your input is valuable in our efforts for continual improvement. Please circle the number that agrees with your response to each statement. **Fold and give to the Career/Technical Administrator for mailing.**

1. The SDE Facilitator's instructions were valuable in preparing me for the BIC review process.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
2. The SDE Facilitator conducted the BIC Review process in an objective and professional manner.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
3. The SDE Facilitator presented all the necessary documents for the review in an organized manner.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
4. The SDE Facilitator had knowledge of the quality factors and documentation required to meet the quality factors.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
5. The BIC Checklist is an effective tool to verify the standards of the program reviewed.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
6. The BIC process is a valuable tool for a Career/Technical Education program so that improvement and needed changes can be identified.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
7. BIC is a valuable process leading to increased success of all stakeholders. (teachers, community, business/industry, etc.)
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
8. The BIC process measures program quality.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
- 9A. (For B/I Team Member) – Knowledge gained as a BIC Review team member will lead to further participation with Career/Technical Education.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5
- 9B. (For Educator Team Member) – Knowledge gained as a BIC Review team member has served as a professional development opportunity.
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
1 2 3 4 5

If you marked 1 or 2, please make comments on the back of this form. Additional comments and/or suggestions to improve the Business/Industry Certification process may be written on the back of this form.

Thank you for participating in the BIC Process Survey.

Form BIC8204-01, Rev09/08/06


Form approved by Sherry A. Key, Director
Career/Technical Education

BUSINESS/INDUSTRY RECAP SHEET

SECTIONS 2/A-7

System: _____ **Teacher:** _____ **Review Date:** _____
C/T Adm: _____ **Teacher:** _____ **Report Filing Date:** _____
School: _____ **Teacher:** _____ **SDE Review Facilitator:** _____
Principal: _____ **Teacher:** _____ **Re-certification** Yes _____ No _____
Counselor: _____ **Teacher:** _____

Instructions: Circle the program seeking certification.

Check One	Cycle 2 Review Date	Program Certification Deadline
<input type="checkbox"/>	2004-2005	May 31, 2007
<input type="checkbox"/>	2005-2006	May 31, 2008
<input type="checkbox"/>	2006-2007	May 31, 2009
<input type="checkbox"/>	2007-2008	May 31, 2010
<input type="checkbox"/>	2008-2009	May 31, 2011

We agree that the Sections 2A, 4, 5, and 7 for the program(s) circled to the right has been reviewed and certify that:

*all quality factors/checklist items in these sections are in compliance. _____

*quality factors/checklist items in these sections listed on the reverse side of this form to be deficient. _____

B/I Team Member's Signature _____

B/I Team Member's Signature _____

I/We agree that the Section 3 for the program circled to the right has been reviewed and certify that:

*all quality factors/checklist items in these sections are in compliance. _____

*quality factors/checklist items in these sections listed on the reverse side of this form to be deficient. _____

Educator Team Member's Signature _____

Educator Team Member's Signature _____

As the SDE facilitator, I reviewed the quality factors/checklist for which I am responsible for the program circled to the right and certify that:

*all quality factors/checklist items in these sections are in compliance. _____

*quality factors/checklist items in these sections listed on the reverse side of this form to be deficient. _____

SDE Facilitator's Signature _____

- ☐ BIC program certification ☐ Teacher industry certification-SDE or outside
☒ BIC + AGC ♦ Teacher industry certification-outside agency
 NCOS – Not in Courses of Study notebook

Agriscience Education

- ☐ 7th/8th Agriscience
☐ Agriscience
☐ Aquaculture
☒ ♦ AgriConst/AgriConstruction Finishing
☐ Forestry
☐ Horticulture/Floriculture
☐ Power/Diesel Mechanics

Business/Marketing Education

- ☐ Business/Marketing
☐ Business/Marketing Middle Level

Career Technologies

- ☐ Career Discoveries
☐ Career Explorations

C/T Cooperative Education

- ☐ Cooperative Education

Family and Consumer Sciences Education

- ☐ Career Connections/Career Arts
☐ Career Connections/Early Childhood Education
☐ Career Connections/Education
☐ Career Connections/Family and Community Services
☐ Career Connections/Food, Culinary Arts and Hospitality
☐ Family Life
☐ Family Life Middle Level

Health Science

- ☐ Health Science

Technical Education

- ☐ ☐ Advertising Design Technology
☐ ♦ Aviation Technology
☒ ♦ Building Construction Technology
☒ ♦ Cabinetmaking and Millwork
☒ ♦ Carpentry
☐ Commercial Photography
☐ ☐ Computer Electronics Technology
☐ ♦ Cosmetology/Barbering
☐ ♦ Drafting Design Technology
☐ ☐ Electrical Technology
☐ ☐ Electronics Technology
☐ ☐ ♦ Floral Design
☐ ☐ Heating, Ventilation, Air Cond. & Ref.
☐ Hotel and Motel Environment NCOS
☐ ☐ Industrial Systems Technology
☐ ☐ Industrial Process Control
☐ ☐ Internetworking
☐ ♦ Marine Technology
☒ ♦ Masonry
☐ ☐ Plumbing
☐ ☐ Power Equipment Technology
☐ ☐ Pre-Engineering Technology
☐ ☐ Public Service
☐ ♦ Tailoring
☒ ♦ Television Production
☐ ☐ Welding Technology

Other _____

Other _____

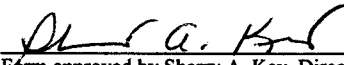
I recommend the program circled above:

be approved for certification _____

not be approved for certification _____

SDE Facilitator's Signature _____

Form BIC8-Rev09/08/06


 Form approved by Sherry A. Key, Director
 Career/Technical Education

Section 2/A

Review conducted by:
Business/Industry Team

CAREER/TECHNICAL EDUCATION General Program Business/Industry Certification STANDARDS/QUALITY FACTORS CHECKLIST Career/Technical Teacher's Section

Alabama
State Department of Education
Career/Technical Education
Post Office Box 302101
Montgomery, AL 36130-2101

School System:
School Name:
Program Name:
SDE Facilitator:
Date:

List teacher's name(s) for the program being reviewed.

Name:

Name:

Name:

Name:

Name:

Name:

Form BIC2A-Rev08-15-2006

Form approved by Sherry A. Key, Director
Career/Technical Education

Form BIC2A-Rev08-15-2006

TEAM MEMBER INFORMATION/CERTIFICATION

The Business/Industry Team consists of two-business/industry persons with experience directly related to the career/technical education program being reviewed. The team will review Sections 2A, 4, 5, and 7.

Name:	
E-Mail Address:	
Business Name:	Business Phone:
Name:	
E-Mail Address:	
Business Name:	Business Phone:
<input checked="" type="checkbox"/> I do not represent a vendor that could benefit financially through participation in this process.	
<input checked="" type="checkbox"/> I am not a current employee of the system being reviewed.	
<input checked="" type="checkbox"/> I have not worked for the system being reviewed within the past five years.	
<input checked="" type="checkbox"/> I am not related to any of the persons (administrator, counselor, teacher, etc.) involved with the program being reviewed.	
<input checked="" type="checkbox"/> I have been employed in business/industry within the past five years.	
<input checked="" type="checkbox"/> I am a professional with five or more years of experience directly related to the program being reviewed.	
I agree that the above statements are true and that I will conduct this review jointly with the other business team member in a fair and impartial manner. I will uphold the integrity of the review process and hold all program information confidential.	
Team Member's Signature	
Team Member's Signature	

STANDARD 1- PURPOSE
THE PROGRAM HAS CLEARLY STATED GOALS RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS.

QUALITY FACTOR	N/A	CHECKLIST	YES	NO	COMMENTS
T1.1-04 Student Organizations Student organizations are an integral part of career/technical education programs and shall be affiliated with the respective state and national organizations. Documentation: <ul style="list-style-type: none"> Program of work that includes time lines, co-curricular activities for current instructional year, and responsibilities for each program area teacher Copy of check that demonstrates payment of membership dues (If personal check was used must show cancelled check.) Affiliation verification document 		Does the documentation provide evidence of the following? a) Program of work includes time lines, co-curricular activities for current instructional year, and responsibilities for each program area teacher. b) Payment was made for student memberships to affiliate with the respective state and national organizations. c) Check is dated between August 1, 2006, and March 31, 2007. d) Forms were submitted for national affiliation.			
T1.2-04 Program Goals The program has clearly stated goals related to the needs of the employers. Documentation: <ul style="list-style-type: none"> Document given to the employers stating goals and recruitment tools (Provide only one piece of evidence.) 	All programs except those being reviewed by AGC	Does the documentation provide evidence of the following? a) Identification of residential and/or commercial construction training goals b) Identification of written goals for the program pertaining to enhancement of the construction industry image			

STANDARD 2 - ADMINISTRATION
ADMINISTRATION ENSURES THAT INSTRUCTIONAL ACTIVITIES SUPPORT AND PROMOTE THE GOALS OF THE PROGRAM.

QUALITY FACTOR	N/A	CHECKLIST	YES	NO	COMMENTS
T2.1-04 Advisory Committee. A program advisory committee, consisting of a minimum membership of five (5) persons, convenes at least two (2) times a year and provides counsel, assistance, and information from the community served by the career/technical education program. The committee is broadly based and includes employees and/or representatives for consumer's interest.		Does the documentation show evidence that:			
		a) Written guidelines for the operation of the advisory committee have been developed?			
		b) Two meetings were held during the past 12 months?			
		c) Fifty-one percent or more of the membership were present for each meeting?			
		d) Committee approved the program of work?			
		e) Program of work includes time lines, activities, long- and short-range goals, objectives, and committee member responsibilities?			
		f) Program of work was implemented?			
	FACS Family Life FACS middle level Construction-related programs Masonry	g) Membership consists of a minimum of five (5) broadly based business and industry persons?			
	All programs except construction-related programs and masonry	h) Membership consists of a minimum of five (5) broadly based business and industry persons? One of the five business/industry persons is a member of AGC (for all construction related programs) or BIA (for masonry)?			
	All programs except FACS Family Life FACS middle level	i) Membership must be diversified with a minimum of five (5) persons from education (secondary or postsecondary in the field), parents, former students, administrators, government officials or representatives from agencies/businesses that serve individuals and families?			
		j) Each person's name, business address, and occupation/job title are documented?			

- Documentation:**
- Minutes from two meetings
 - Current year's program of work
 - Roster of members
 - Operation guidelines

STANDARD 4 - FINANCES
FUNDING IS PROVIDED TO MEET THE PROGRAM GOALS.

QUALITY FACTOR	N/A	CHECKLIST	YES	NO	COMMENTS
T4.1-04 Budget Preparation		Does the documentation show evidence of the following?			
An annual program budget is prepared by the teacher(s) and approved by the administration. Documentation: <ul style="list-style-type: none"> • Program's Annual Budget(s) Multi-teacher programs must combine information and provide one consolidated program budget.		a) Administrator's signature			
		b) State teacher allocation			
		c) Local maintenance funds (\$300 + \$3 per student)			
		d) Additional revenue (donations, grants, program fees, live work, etc.)			
		e) Career/technical student organization (DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA) revenue (dues, fund raising revenue, etc.)			
		f) Expenses			
		g) Career/technical student organization (DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA, TSA) expenses (national and state dues, fund raising expenses, etc.)			

Section 2/B

CAREER/TECHNICAL EDUCATION General Program Business/Industry Certification STANDARDS/QUALITY FACTORS CHECKLIST Career/Technical Teacher's Section

Review conducted by:
Local CTE Administrator and
Business/Industry Team

Alabama State Department
of Education
Career/Technical Education
Post Office Box 302101
Montgomery, AL 36130-2101

List teacher's name(s) and contract length for the program being reviewed.	
Name:	Name:
Contract length:	Contract length:
Name:	Name:
Contract length:	Contract length:
Name:	Name:
Contract length:	Contract length:

General Directions:

Section 2/B must be completed, for each program being reviewed during the 2006-2007 instruction year, by the Local Career/Technical Education Administrator or Assistant Administrator and only this page returned to the State Department of Education-Business/Industry Certification facilitator a minimum of two weeks prior to the scheduled BIC team on-site program review.

Mail this page to the above address or fax to 334-242-0234. Section 2/B, pages 17 and 18, must be placed in the program area BIC notebook for Business/Industry Team review.

The Local Career/Technical Education Administrator and teacher(s) assure the Alabama Department of Education, Career/Technical Education Section, that Section 2/B was completed at the program site by the CTE Administrator or Assistant CTE Administrator:

Career/Technical Education Administrator

Date

Career/Technical Education Teacher

Date

Career/Technical Education Teacher

Date

Career/Technical Education Teacher

Date

Career/Technical Education Teacher

Date

Career/Technical Education Teacher

Date

Form BIC2B-Rev08-15-2006


Form approved by Sherry A. Key, Director
Career/Technical Education

School System:
School Name:
Program Name:
SDE Facilitator:
Date:

STANDARD 5 - STUDENT SERVICES
SYSTEMATIC INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES ARE USED.

QUALITY FACTOR	N/A	CHECKLIST	YES	NO	COMMENTS
T5.1-04 Student Records		Do the student records show evidence that:			Verify that all students in this program have completed records as described in T5.1-04
Student records are maintained and available for the current year. Files are kept confidential.	All middle level	a) Records are secured and confidential? b) Documentation is complete for each student enrolled in the program for the current year showing planned course work to complete his/her secondary path in career/technical education?			
LEA Audit	*Exploratory rotation classes	c) There is a completed interest inventory for each student enrolled in the program for the current year?			
		d) Safety assessments (procedures checklist, rubric, written test, etc.) address the unique needs of the program, including specific safety assessment for each major piece of equipment utilized in the program?			
		e) Safety assessments (procedures checklist, rubric, written test, etc.) have been performed until each student enrolled in the program for the current year achieved 100% proficiency?			
Documentation: Original student records in secured storage unit		f) Students that receive accommodations and/or modifications have a Career/Technical Implementation Plan?			

*Exploratory rotation classes – A short-term course offering content in one or more CTE program areas.

STANDARD 9 - INSTRUCTIONAL STAFF
THE INSTRUCTIONAL STAFF IS TECHNICALLY COMPETENT AND MEETS ALL STATE AND LOCAL REQUIREMENTS FOR CERTIFICATION

QUALITY FACTOR	N/A	CHECKLIST	YES	NO	COMMENTS
T9.1 Business/Industry Awareness (Formerly Technical Update)		Does the documentation show evidence that:			Business/Industry Awareness –Activities that provide teachers with <u>new knowledge on content, equipment, or skills related to the career/technical education program resulting in lessons taught to students.</u>
Teachers on extended contracts obtain sixteen (16) hours annually of new knowledge related to program area content, skill proficiency, and/or equipment. Teachers on 9-month contracts obtain eight (8) hours annually.		a) Eight hours were completed between June 1, 2006, and May 31, 2007, for each program teacher who has a 9-month contract? OR			
LEA Audit		b) Sixteen hours were completed between June 1, 2006, and May 31, 2007, for each program teacher who has an extended contract?			
Documentation: • Attendance Certificates, Letter from Employer, Transcript, and/or Administrator Verification		c) New program content knowledge gained by teacher to be taught to students is identified on the documentation?			Verify that each teacher in this program has completed his/her Business/Industry Awareness hours.
		d) Documentation has authorized signature?			

Section 3

Review conducted by:
Team Educator(s)

School System:
School Name:
Program Name:
SDE Facilitator:
Date:

List course titles of lesson plan books for the program being reviewed. (Must correlate to *Daily Schedules*.)

Career/Technical Core Course content is delivered to students in the following way(s):

___ Integrated into one course ___ Stand-Alone*
___ Integrated into several courses ___ Online

* Review only if not previously reviewed.

Form BIC3-Rev08-15-2006



Form approved by Sherry A. Key, Director
Career/Technical Education

CAREER/TECHNICAL EDUCATION General Program Business/Industry Certification STANDARDS/QUALITY FACTORS CHECKLIST Career/Technical Curriculum Section

Alabama
Department of Education
Career/Technical Education
Post Office Box 302101
Montgomery, AL 36130-2101

TEAM MEMBER INFORMATION/CERTIFICATION

The Education Team consists of one or more teachers familiar with the career/technical education program being reviewed.

Name:			
E-Mail Address:			
School Name:		School Phone:	
Name:			
E-Mail Address:			
School Name:		School Phone:	
✓	I am not related to any of the persons (administrator, counselor, teacher, etc.) involved with the program(s) being reviewed.		
✓	I am able to crosswalk the content standards to the lesson plans based on the knowledge I have of the <i>Alabama Career/Technical Education: Courses of Study</i> related to the program being reviewed.		
✓	I have a minimum of three years teaching experience within the past six years in the program area being reviewed.		
✓	I am not performing a reciprocal review.		
✓	I am not a current employee of the system being reviewed and have not worked for the system being reviewed within the past five years.		
I agree that the above statements are true and that I will conduct this review in a fair and impartial manner. I will uphold the integrity of the review process and hold all program information confidential.			
Team Member's Signature			
Team Member's Signature			

STANDARD 6 – INSTRUCTION
INSTRUCTION IS SYSTEMATIC AND REFLECTS PROGRAM GOALS.

QUALITY FACTOR	N/A	CHECKLIST	YES	NO	COMMENTS
LP6.1-04 Curriculum A course syllabus is provided to students by each teacher for each course listed on his/her <i>Daily Schedule</i> .		A syllabus contains the following information for each course on each teacher's <i>Daily Schedule(s)</i> :			If NO is marked for any indicator, list the related course syllabus name and beside it write the letter of the non-compliant indicator from the checklist.
		a) Instructional philosophy			
		b) Program name			
		c) Program goals			
		d) Course name			
		e) Prerequisite or indicates that no prerequisite is required			
		f) Course goals			
		g) Course description			
		h) Course outline			
		i) Assessment procedures			
Documentation: Course syllabus for each course listed on each teacher's <i>Daily Schedule(s)</i>					

Section 4

CAREER/TECHNICAL EDUCATION General Program Business/Industry Certification STANDARDS/QUALITY FACTORS CHECKLIST Teacher Interview Section

Alabama
Department of Education
Career/Technical Education
Post Office Box 302101
Montgomery, AL 36130

Interview conducted by:
Business/Industry Team

School System:
School Name:
Program Name::
SDE Facilitator Name:
Date:

Form BIC4-Rev08-15-2006

Form approved by Sherry A. Key, Director
Career/Technical Education

List teacher's name(s) who were interviewed:	
Name:	Name:
Name:	Name:
Name:	Name:

STANDARD 1 –PURPOSE

THE PROGRAM HAS CLEARLY STATED GOALS RELATED TO THE NEEDS OF THE STUDENTS AND EMPLOYERS.

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer did not satisfy reviewer	COMMENTS
TI1.1-04 Student Organization Career/Technical Student Organizations (CTSOs) are an integral part of career/technical education program. Each career/technical teacher shall serve as an advisor for the career/technical student organization related to the program area in which the teacher is employed. Teachers in multi-teacher programs shall share equally in the planning and implementation of the program of work.		While interviewing the teacher, the following were addressed:			
		a) Describe CTSO student involvement activities that have occurred in the past 12 months.			
		b) Describe opportunities that have been offered during the past or current instructional year that could have involved 50 percent or more of the membership.			
		c) Describe how students are encouraged to become active members of the career/technical student organization.			
		d) Describe how students are encouraged to participate in activities sponsored by state and national organizations.			
		e) Describe how each program area teacher was involved in the planning and implementation of the CTSO program of work.			
		f) Describe each program area teacher's role and responsibilities as they relate to the CTSO most closely affiliated with the program area in which they teach.			

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer <u>did not</u> satisfy reviewer	COMMENTS
TI1.3-04 Partnerships Effective partnerships promote a mutual understanding of goals on the part of parents, general publics, and employers.		While interviewing the teacher, the following were addressed:			
		a) Describe activities used to develop Business/Industry partnerships (other than Advisory Committee).			
		b) Describe how partnerships (other than Advisory Committee) support and enhance this program.			
		c) Describe in-school activities to promote this program to students, counselors, administrators, and faculty.			
		d) Describe out-of-school activities to promote this program to the community, business/industry, and parents.			
		e) Describe partnership activities that promote student enrollment in the program.			

STANDARD 5 – STUDENT SERVICES
SYSTEMATIC INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES ARE USED.

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer <u>did not</u> satisfy reviewer	COMMENTS
TI5.1-04 Recruitment/Retention Career/Technical Education program recruitment information is provided to all students prior to their initial enrollment to ensure that they are aware of the opportunities available through this career/technical education program. Recruitment/retention information for this career/technical education program is provided to students participating in the program to ensure their awareness of the continued opportunities available through this program.	FACS Family Life FACS middle school Career Technologies All programs except FACS Family Life, FACS middle school, and Career Technologies	While interviewing the teacher, the following were addressed:			
		a) Describe program recruitment activities for students not currently enrolled in this program.			
		b) Describe activities to retain students with career objectives related to this program or to take additional career/technical education courses.			
		c) Describe activities to encourage students in the Family Life, FACS middle school, and Career Technologies programs to take additional career/technical education courses.			

STANDARD 5 – STUDENT SERVICES
SYSTEMATIC INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES ARE USED.

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer did not satisfy reviewer	COMMENTS
TI5.2-04 Student Placement A student placement system is used to ensure that the placement rates of the previous year or the average of the previous three (3) years are at or above Alabama's negotiated performance standard of 94.16 percent.	All middle level programs Career Technologies FACS Family Life	While interviewing the teacher, the following were addressed:			
		a) Describe the internal sequence of activities leading to placement.			
		b) Describe external activities with other educators, business/industry persons, and community leaders that assist with student placement in employment (includes military) or postsecondary (community college, apprenticeship, four-year college and university) after graduation.			
TI5.3-04 Student Follow-up A student follow-up system is used to determine students' employment location and for feedback regarding the efficiency, effectiveness, and appropriateness of training for program completers.	All middle level programs Career Technologies FACS Family Life	While interviewing the teacher, the following were addressed:			
		a) Describe the student follow-up system used to determine students' employment location.			
		b) Describe how the follow-up information is used for program improvement.			

STANDARD 6 -- INSTRUCTION
INSTRUCTION IS SYSTEMATIC AND REFLECTS PROGRAM GOALS.

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer did not satisfy reviewer	COMMENTS
TI6.1-04 Curriculum Alabama's Career/Technical Education curriculum must keep pace with the rapid changes in society and business/industry by offering students rigorous learning experiences that are in a continuous process of review and improvement.		While interviewing the teacher, the following were addressed: a) How do you ensure that the learning experiences obtained in this program are keeping pace with the rapid changes in society and business/industry? b) Describe how workplace-readiness skills learned in this program patterns life skills and/or employment practices? c) How can technology learned in this program be adapted to future employment and/or life skills? d) How do you ensure that students who are enrolled in courses that require prerequisites have met the requirements?			
TI6.3-04 Safety Safety is a vital component of career/technical education. Each program must set and enforce standards, provide training, and encourage continual improvement in workplace safety.		While interviewing the teacher, the following were addressed: a) Describe the safety standards taught in this program. b) How do you ensure that safety standards are followed?			

Section 5

CAREER/TECHNICAL EDUCATION General Program Business/Industry Certification STANDARDS/QUALITY FACTORS CHECKLIST Counselor Interview Section

Alabama Department
of Education
Career/Technical Education
Post Office Box 302101
Montgomery, AL 36130

Interview conducted by:
Business/Industry Team

School System:	List counselors to be interviewed:
School Name:	Name:
Program Name:	Name:
SDE Facilitator:	
Date:	

STANDARD 5 – STUDENT SERVICES

SYSTEMATIC INTERVIEWS, COUNSELING SERVICES, PLACEMENT, AND FOLLOW-UP PROCEDURES ARE USED.

Form BIC5-Rev08-16-2006

Sherry A. Key
Form approved by Sherry A. Key, Director
Career/Technical Education

QUALITY FACTOR	N/A	CHECKLIST	Answer satisfied reviewer	Answer did not satisfy reviewer	COMMENTS
<p>CI5.1-04 Student assessment and program placement</p> <p>Prior to enrollment, each student is assessed to determine interest and ability. Results are used for recruitment and appropriate program placement of students.</p>		<p>While interviewing the counselor, the following were addressed:</p> <p>a) Describe the career assessments conducted to determine interest and aptitude of students and at what grade level are they assessed.</p> <p>b) How are these assessments used in the students' four-year educational plan?</p> <p>c) How are students selected/recruited for their first career/technical education courses?</p> <p>d) What recruitment materials have been provided to the guidance section for the programs being reviewed?</p> <p>e) What provisions are made for students who are economically disadvantaged?</p> <p>f) What provisions are made for students with disabilities?</p> <p>g) How are non-traditional students recruited?</p> <p>h) Are enrollment priorities given to students in Grades 10-12 with maximum opportunity to complete a career/technical education program?</p> <p>i) Describe activities that were conducted with the teacher to determine appropriate student placement or course selection.</p>			
	All middle level programs				

Section 7

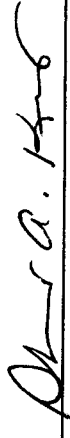
CAREER/TECHNICAL EDUCATION General Program Business/Industry Certification

Alabama State Department
of Education
Career/Technical Education
Post Office Box 302101
Montgomery, AL 36130

Observation conducted by:
Business/Industry Team with assistance from
Team Educator(s) and Program Teacher(s) as
needed

School System:
School Name:
Program Name:
SDE Facilitator:
Date:

Form BIC7-Rev08-15-2006


Form approved by Sherry A. Key, Director
Career/Technical Education

STANDARD 3 – LEARNING RESOURCES

SUPPORT MATERIALS ARE CONSISTENT WITH BOTH PROGRAM GOALS AND CONTENT STANDARDS AND ARE UTILIZED BY STAFF AND STUDENTS.

QUALITY FACTOR	CHECKLIST	YES	NO	COMMENTS
O3.1-04 Supplemental Materials Supplemental materials are available and utilized in the teaching/learning process by teachers and students.	Are the following supplemental materials available?			
	a) Program-related multimedia materials (Examples: videos, films, CDs, DVDs, Internet access or software, etc.)			
	b) Program-related publications (Examples: magazines, newspapers, service bulletins, updates, professional journals, etc.)			
	c) Consumable supplies			
	d) Textbooks (necessary number to teach) on the current state-approved textbook list			

STANDARD 6 – INSTRUCTION
INSTRUCTION IS SYSTEMATIC AND REFLECTS PROGRAM GOALS.

QUALITY FACTOR	CHECKLIST	YES	NO	COMMENTS
06.3-04 Safety	Is there evidence that:			
Safety is a vital component of career/technical education. Each program must set and enforce standards, provide training, and encourage continual improvement in lab and workplace safety.	a) Students/teachers adhere to applicable safety standards associated with the career/technical program and, if applicable, activities are observed?			
	b) Students/teachers are adhering to safety standards associated with proper ventilation ?			
	c) Chemicals are handled, stored, and disposed of in accordance with local, state, and federal safety and environmental regulations, as applicable?			

STANDARD 7- EQUIPMENT
EQUIPMENT AND TOOLS USED IN THE PROGRAM ARE OF THE TYPE AND QUALITY NEEDED TO PROVIDE TRAINING TO MEET THE CAREER OBJECTIVE OF THE STUDENT.

QUALITY FACTOR	CHECKLIST	YES	NO	COMMENTS
07.1-04 Equipment and Tools	Do tools and equipment meet the following criteria?			
Tools and equipment reflect the program content, meet domestic/industry standards, available in sufficient quantity, and are operable to teach all content standards.	a) Equipment and tools that are necessary to teach program content are available in sufficient <u>quantity</u> according to the <i>Career/Technical Education Equipment List</i> . (Articulated equipment is documented per outside agency). <i>Verify the equipment list against the equipment in the lab.</i>			
	b) Equipment and tools are fully functional <i>Ask teacher to demonstrate questionable equipment.</i>			
	c) Equipment and tools are well maintained and stored systematically.			
	d) Equipment and tool operating procedures are posted, when applicable.			
	e) Equipment and tools have approved safety devices in place, when applicable.			
	f) Preventive maintenance schedules are posted in highly visible locations that indicate procedures that will aid in minimizing equipment downtime and when and by whom the measures will be performed.			
Documentation: Equipment that is articulated must be supported by written evidence				

STANDARD 8 – FACILITIES
FACILITIES ARE ADEQUATE TO ACHIEVE PROGRAM GOALS.

QUALITY FACTOR	N/A	CHECKLIST	YES	NO	COMMENTS
O8.1-04 Facilities Facilities are adequate to meet the requirements for delivering the course of study content and are safe for students/teachers.		Do facilities meet the following criteria?			
		a) Adequate space is available for the number of students enrolled in the program.			
		b) Safety zones are clearly identified, if applicable.			
		c) Safety signs are posted in highly visible locations.			
		d) Evacuation procedures are posted in highly visible locations.			
		e) First aid kit is in place and highly visible or documentation from the superintendent that first aid kit is not allowed.			
		f) Classroom is clean and orderly.			
		g) Emergency current interruption for power equipment.			
		h) Eye wash solution is in the laboratory and is easily accessible.			
		i) Material safety data sheets (MSDS) in the laboratory.			

STANDARD 8 – FACILITIES

FACILITIES ARE ADEQUATE TO ACHIEVE PROGRAM GOALS.

QUALITY FACTOR (Continued)	N/A	CHECKLIST	YES	NO	COMMENTS
All programs except the following Technical Education clusters: Logistics, Transportation, & Distribution, Construction, and Manufacturing; Family and Consumer Sciences Education program: Career Connections/Food, Culinary Arts, and Hospitality and Agriscience courses: Agrimetall Fabrication, Agriconstruction, and Agriconstruction Finishing	All programs except the following Technical Education clusters: Logistics, Transportation, & Distribution, Construction, and Manufacturing; Family and Consumer Sciences Education program: Career Connections/Food, Culinary Arts, and Hospitality and Agriscience courses: Agrimetall Fabrication, Agriconstruction, and Agriconstruction Finishing	j) Adequate ventilation is provided in the laboratory area (i.e. roll-up doors, exhaust fans, windows, etc.).			
	All programs except cabinetmaking and millwork	k) Dust collection system.			
		l) Hazardous areas are identified with appropriate signage, if applicable.			
		m) Instructional laboratory is clean and orderly			
		n) Support areas are clean and orderly.			
		o) Secured storage is sufficient.			
		p) Space is available for seat work.			
		q) Available area is convenient for the teacher to use as an office.			
		r) Restroom or sink area is convenient to the learning laboratory.			

Alabama State Department of Education
Career/Technical Education
Business/Industry Certification

Team Member BIC Process Survey

School System: _____ Business/Industry ☐
SDE Facilitator: _____ Educator ☐
Date: _____

The purpose of this survey is to provide the Career/Technical Education Section with feedback on the BIC Process. Your input is valuable in our efforts for continual improvement. Please circle the number that agrees with your response to each statement. **Fold and give to the Career/Technical Administrator for mailing.**

1. The SDE Facilitator's instructions were valuable in preparing me for the BIC review process.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

2. The SDE Facilitator conducted the BIC Review process in an objective and professional manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

3. The SDE Facilitator presented all the necessary documents for the review in an organized manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

4. The SDE Facilitator had knowledge of the quality factors and documentation required to meet the quality factors.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

5. The BIC Checklist is an effective tool to verify the standards of the program reviewed.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

6. The BIC process is a valuable tool for a Career/Technical Education program so that improvement and needed changes can be identified.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

7. BIC is a valuable process leading to increased success of all stakeholders. (teachers, community, business/industry, etc.)

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

8. The BIC process measures program quality.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

9A. (For B/I Team Member) – Knowledge gained as a BIC Review team member will lead to further participation with Career/Technical Education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

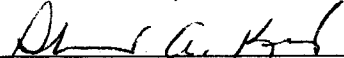
9B. (For Educator Team Member) – Knowledge gained as a BIC Review team member has served as a professional development opportunity.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

If you marked 1 or 2, please make comments on the back of this form. Additional comments and/or suggestions to improve the Business/Industry Certification process may be written on the back of this form.

Thank you for participating in the BIC Process Survey.

Form BIC8204-01, Rev09/08/06


Form approved by Sherry A. Key, Director
Career/Technical Education

Team Member BIC Process Survey

School System: _____ Business/Industry ☐
SDE Facilitator: _____ Educator ☐
Date: _____

The purpose of this survey is to provide the Career/Technical Education Section with feedback on the BIC Process. Your input is valuable in our efforts for continual improvement. Please circle the number that agrees with your response to each statement. **Fold and give to the Career/Technical Administrator for mailing.**

1. The SDE Facilitator's instructions were valuable in preparing me for the BIC review process.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

2. The SDE Facilitator conducted the BIC Review process in an objective and professional manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

3. The SDE Facilitator presented all the necessary documents for the review in an organized manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

4. The SDE Facilitator had knowledge of the quality factors and documentation required to meet the quality factors.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

5. The BIC Checklist is an effective tool to verify the standards of the program reviewed.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

6. The BIC process is a valuable tool for a Career/Technical Education program so that improvement and needed changes can be identified.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

7. BIC is a valuable process leading to increased success of all stakeholders. (teachers, community, business/industry, etc.)

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

8. The BIC process measures program quality.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

9A. (For B/I Team Member) – Knowledge gained as a BIC Review team member will lead to further participation with Career/Technical Education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

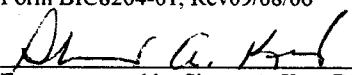
9B. (For Educator Team Member) – Knowledge gained as a BIC Review team member has served as a professional development opportunity.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

If you marked 1 or 2, please make comments on the back of this form. Additional comments and/or suggestions to improve the Business/Industry Certification process may be written on the back of this form.

Thank you for participating in the BIC Process Survey.

Form BIC8204-01, Rev09/08/06


Form approved by Sherry A. Key, Director
Career/Technical Education

Alabama State Department of Education
Career/Technical Education
Business/Industry Certification

Team Member BIC Process Survey

School System: _____ Business/Industry ☐
SDE Facilitator: _____ Educator ☐
Date: _____

The purpose of this survey is to provide the Career/Technical Education Section with feedback on the BIC Process. Your input is valuable in our efforts for continual improvement. Please circle the number that agrees with your response to each statement. **Fold and give to the Career/Technical Administrator for mailing.**

1. The SDE Facilitator's instructions were valuable in preparing me for the BIC review process.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

2. The SDE Facilitator conducted the BIC Review process in an objective and professional manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

3. The SDE Facilitator presented all the necessary documents for the review in an organized manner.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

4. The SDE Facilitator had knowledge of the quality factors and documentation required to meet the quality factors.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

5. The BIC Checklist is an effective tool to verify the standards of the program reviewed.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

6. The BIC process is a valuable tool for a Career/Technical Education program so that improvement and needed changes can be identified.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

7. BIC is a valuable process leading to increased success of all stakeholders. (teachers, community, business/industry, etc.)

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

8. The BIC process measures program quality.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

9A. (For B/I Team Member) – Knowledge gained as a BIC Review team member will lead to further participation with Career/Technical Education.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

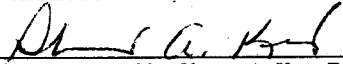
9B. (For Educator Team Member) – Knowledge gained as a BIC Review team member has served as a professional development opportunity.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	2	3	4	5

If you marked 1 or 2, please make comments on the back of this form. Additional comments and/or suggestions to improve the Business/Industry Certification process may be written on the back of this form.

Thank you for participating in the BIC Process Survey.

Form BIC8204-01, Rev09/08/06


Form approved by Sherry A. Key, Director
Career/Technical Education

Alabama State Department of Education
Career/Technical Education
Business/Industry Certification
TEACHER SURVEY FORM

Date: _____

Number of years as a C/T teacher _____

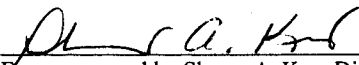
The purpose of this survey is to provide the Career/Technical Education Section with feedback so that teachers may be better served as they participate in the preparation for the Business/Industry Certification (BIC) review process. Your feedback is valuable in our efforts for continual improvement. Please circle the number that agrees with your response to each statement **Fold and give to the Career/Technical Administrator for mailing.**

- | | | | | | |
|---|----------------------------------|----------------------|---|-------------------|-------------------------------|
| 1. The SDE staff was available to address my concerns or questions prior to the BIC review. | Strongly
Disagree
1 | Disagree
2 | Neither Agree
nor Disagree
3 | Agree
4 | Strongly
Agree
5 |
| 2. The BIC standards, quality factors, and checklist items were clearly written and easy to understand. | Strongly
Disagree
1 | Disagree
2 | Neither Agree
nor Disagree
3 | Agree
4 | Strongly
Agree
5 |
| 3. My Career/Technical Administrator provided me with the necessary information and resources to prepare for the BIC review. | Strongly
Disagree
1 | Disagree
2 | Neither Agree
nor Disagree
3 | Agree
4 | Strongly
Agree
5 |
| 4. The BIC review adequately evaluated my career/technical education program. | Strongly
Disagree
1 | Disagree
2 | Neither Agree
nor Disagree
3 | Agree
4 | Strongly
Agree
5 |
| 5. The BIC review process assisted me to organize my instructional program leading to increased student performance/achievement. | Strongly
Disagree
1 | Disagree
2 | Neither Agree
nor Disagree
3 | Agree
4 | Strongly
Agree
5 |
| 6. The BIC review process assisted me to improve my instructional program. | Strongly
Disagree
1 | Disagree
2 | Neither Agree
nor Disagree
3 | Agree
4 | Strongly
Agree
5 |

If you marked 1 or 2, please make comments. Additional comments and/or suggestions to improve the Business/Industry Certification process may be written on the back of this form.

Thank you for participating in the Teacher Survey.

Form BIC8201-02, Rev09/08/06


Form approved by Sherry A. Key, Director
Career/Technical Education

ATTACHMENT 5



ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION

Representing Alabama's Public Two-Year College System

STATE BOARD OF EDUCATION	Governor Bob Riley President	Randy McKinney District 1 President Pro Tem	Betty Peters District 2	Stephanie Bell District 3	Ethel Hall District 4 Vice President Emerita	Ella B. Bell District 5	David J. Byers, Jr. District 6	Sandra Ray Vice President District 7	Mary Jane Caylor District 8
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MEMORANDUM 2007-ISS-037

Date: March 22, 2007

To: Presidents, The Alabama College System

From: Dr. Renee D. Culverhouse, Interim Chancellor
Alabama Department of Postsecondary Education

Dr. Joe Morton, Superintendent
Alabama Department of Education

Re: State-wide Articulation Memorandum of Agreement

We are very pleased to announce that the attached Tech/Prep courses from Secondary Education institutions and the corresponding Alabama College System courses are approved for state-wide articulation for the academic year 2008. The effective date of this approval is August 1, 2007. The approved list of courses and quality assurance criteria will be reviewed annually and revised as needed by the Alabama College System and State Department of Education. Students who complete the quality assurance criteria outlined below will receive articulated credit to the Alabama College System institution of their choice. Performance or knowledge testing of secondary program graduates is not required as part of the articulation process.

Criteria for awarding articulation credit:

1. A current Statewide Career/Technical Education Course Articulation Agreement (the "articulation agreement") is in effect for the postsecondary course for which articulation credit is sought.
2. The secondary courses applicable to the articulation agreement are certified under the Alabama State Department of Education Business and Industry Certification (BIC) standards.
3. Teachers of the secondary courses for which articulation credit is sought were certified by the Alabama State Board of Education to teach those courses at the time the student passed the course(s).
4. The student must have earned a letter grade of "B" (3.0 on a 4.0 scale) or higher in the secondary course(s) for which articulation is being sought.
5. The student must be admitted to the college from which articulation credit is granted.
6. A student may receive articulation credit only for courses creditable to his or her declared program of study.
7. Articulation credit must be requested by the student no later than 16 months after high school graduation.

Renée D. Culverhouse, Interim Chancellor P.O. Box 302130 Montgomery, Alabama 36130-2130 (334) 242-2900 Fax (334) 242-2888

401 Adams Avenue

Montgomery, Alabama 36104-4340

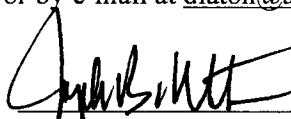
Internet Address: <http://www.acs.cc.al.us>

8. Secondary coursework completed in grades 11 and 12 is eligible for articulation credit. Further, students may receive statewide articulation credit for coursework completed in the 10th grade where the student continues and completes coursework in the same program area through the 11th and 12th grade.
9. Articulation credit is not available in postsecondary courses for which there is an age requirement that was not met by the student at the time the student passed the secondary course(s) for which articulation credit is sought.
10. Articulation credit is not available in postsecondary courses if granting such credit violates policies or regulations of licensure agencies or regulatory boards.
11. The secondary teacher or Career/Tech Administrator is authorized to provide certification signatures.

The criteria are stated in the *Procedures for Establishing Statewide Articulation Agreements for Career/Technical Courses*, which may be found at the following link: <http://www.acs.cc.al.us/careertech/articulation.htm>.

For more information please contact Mr. Dave Laton at (334) 353-5225 or by e-mail at dlaton@acs.cc.al.us.

Dr. Renee D. Culverhouse, Interim Chancellor
Department of Postsecondary Education



Dr. Joseph B. Morton
State Superintendent of Education

RDC/ss

cc: Instructional Officers
Registrars
High School Principals
High School Counselors
CTE Administrators
Sherry Key

**Recommended Courses for Statewide Articulation
Effective Fall Semester, 2007**

Postsecondary Course		Credit Value	Secondary Course Number	Required Secondary Course(s)
Air Conditioning and Refrigeration				
ACR 111 or ASC 111	Principles of Refrigeration	3	430401 430402	Introduction to HVACR, and Compression Refrigeration
ACR 123 or ASC 123	HVAC/R Electrical Components	3	430403 430404	Introduction to Electricity, and Electrical Components & Controls
Automotive Body Repair				
ABR 111	Non-structural Repair	3	470401 470402 470409 470407	Painting and Refinishing I, and Painting and Refinishing II, and Non-structural Analysis and Damage Repair, and Mechanical and Electrical Components II
ABR 114	Non-structural Panel Replacement	3	470409 470405 470403	Non-structural Analysis and Damage Repair, and Metal Welding and Cutting, and Painting and Refinishing III Option A
ABR 122	Surface Preparation	3	470401	Painting and Refinishing I
ABR 123	Paint Application and Equipment	3	470401 470402	Painting and Refinishing I, and Painting and Refinishing II

Postsecondary Course		Credit Value	Secondary Course Number	Required Secondary Course(s)
Automotive Technology				
AUM 110 or ASE 110	Electrical/Electronics I	3	470301 470304	Electrical/Electronic I, and Engine Performance I
AUM 121 or ASE 121	Braking Systems	3	470302 470303	Electrical/Electronic II/Brakes I, and Brakes II/Suspension and Steering
AUM 122 or ASE 122	Steering/Suspension	3	470303	Brakes II/Suspension and Steering
AUM239	Engine Performance I	3	470304 470305	Engine Performance I, and Engine Performance II

Postsecondary Course	Credit Value	Secondary Course Number	Required Secondary Course(s)
Computer Science			
CIS 149 or DPT 149	Introduction to Computers	3	460111 460112 Computer Maintenance (Electronics), and Technical Computer Applications
			OR
			460215 460112 Computer Maintenance (Computer Electronics), and Technical Computer Applications
CIS 199 or DPT 199	Network Communications	3	460113 Introduction to Networking
CIS 239 or DPT 239	Networking Software	3	460111 460215 Computer Maintenance (Electronics), or Computer Maintenance (Computer Electronics)
CIS 240 or DPT 240	Networking Hardware	3	460111 460215 Computer Maintenance (Electronics), or Computer Maintenance (Computer Electronics)
CIS 268 or DPT 268	Software Support	3	460111 460215 Computer Maintenance (Electronics), or Computer Maintenance (Computer Electronics)
CIS 269 or DPT 269	Hardware Support	3	460111 460215 Computer Maintenance (Electronics), or Computer Maintenance (Computer Electronics)
Drafting and Design Technology			
DDT 111	Fundamentals of Drafting Design and Technology	3	410401 Introduction to Drafting Design
DDT 124	Basic Technical Drawing	3	410401 410402 Introduction to Drafting Design, and Intermediate Mechanical Design

Postsecondary Course	Credit Value	Secondary Course Number	Required Secondary Course(s)
Electrical Engineering			
EET 109	Electrical Blueprint Reading	3	430305 410401 430304 AC/DC Motors and Controls, and Introduction to Drafting Design, and Industrial Wiring
Electrical Technology			
ELT 107	DC Principles of Electricity II	3	460211 Direct Current
ELT 110	Wiring Methods	3	430301 Basic Wiring
ELT 114	Residential Wiring I	3	430301 430302 Basic Wiring, and Residential Wiring
ELT 115	Residential Wiring II	3	430301 430302 Basic Wiring, and Residential Wiring
ELT 116	Residential Wiring	6	430301 430302 Basic Wiring, and Residential Wiring
ELT 117	AC/DC Machines	3	430305 AC/DC Motors and Controls
ELT118	Commercial/ Industrial Wiring	3	430303 430304 430305 430301 Commercial Wiring, and Industrial Wiring, and AC/DC Motors and Controls, and Basic Wiring
ELT 122	Advanced AC/DC Machines	3	430305 AC/DC Motors and Controls

Postsecondary Course		Credit Value	Secondary Course Number	Required Secondary Course(s)
Industrial Electronics				
ILT 160	DC Fundamentals	3	460211	Direct Current
ILT 161	AC Fundamentals	3	460212	Alternating Current
ILT 165	Industrial Electronic Controls I	3	430305	AC/DC Motors and Controls,
			460211	and Direct Current,
			460212	and Alternating Current
			OR	
			430305	AC/DC Motors and Controls,
			460114	and DC/AC Fundamentals
ILT 166	Motors and Transformers	3	430304	Industrial Wiring,
			430305	and AC/DC Motors and Controls
ILT 169	Hydraulics/ Pneumatics	3	430304	Industrial Wiring,
			430305	and AC/DC Motors and Controls
ILT 195	Troubleshooting Techniques	3	430305	AC/DC Motors and Controls,
			460213	and Semiconductors,
			460211	and Direct Current,
			460212	and Alternating Current
			OR	
			430305	AC/DC Motors and Controls,
			460213	and Semiconductors,
			460114	and DC/AC Fundamentals

Postsecondary Course	Credit Value	Secondary Course Number	Required Secondary Course(s)
Industrial Maintenance			
INT 107	Fundamentals of Electricity I	3	460211 Direct Current, and 460212 Alternating Current
			OR
			460114 DC/AC Fundamentals
INT 108	Fundamentals of Electricity II	3	430305 AC/DC Motors and Controls
INT 117	Principles of Industrial Mechanics	3	480211 Industrial Mechanics and Pneumatics, and 410401 Introduction to Drafting Design
INT 118	Fundamentals of Industrial Hydraulics and Pneumatics	3	480211 Industrial Mechanics and Pneumatics
INT 119	Principles of Mechanical Measurement and Technical Drawing	3	480511 Introduction to Precision Machining Level I, and 410401 Introduction to Drafting Design
INT 127	Principles of Industrial Pumps and Pipe Systems	3	480211 Industrial Mechanics and Pneumatics
INT 129	Industrial Safety and Maintenance Techniques	3	480211 Industrial Mechanics and Pneumatics, and 410401 Introduction to Drafting Design
INT 153	Precision Machining Fundamentals	3	480511 Introduction to Precision Machining Level I, and 410401 Introduction to Drafting Design
INT 158	Industrial Wiring I	3	430301 Basic Wiring, and 430304 Industrial Wiring, and 430305 AC/DC Motors and Controls
INT 221	DC Fundamentals	3	460211 Direct Current
INT 223	AC Fundamentals	3	460212 Alternating Current
INT 234	Principles of Industrial Maintenance Welding and Metal Cutting	3	480801 Introduction to Welding Technology Level I

Postsecondary Course	Credit Value	Secondary Course Number	Required Secondary Course(s)
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Machine Tool Technology				
MTT 140	Basic Computer Numerical Control: Turning I	3	480512 480514 480516	Introduction to Precision Machining Including CNC Level I, and Intermediate Precision Machining Including CNC Level II, and Advanced Precision Machining Including CNC Level III
MTT 141	Basic Computer Numerical Control: Milling I	3	480512 480514 480516	Introduction to Precision Machining Including CNC Level I, and Intermediate Precision Machining Including CNC Level II, and Advanced Precision Machining Including CNC Level III
MTT 145	Drill Press and Power Saws I	6	480511 480513	Introduction Precision Machining Level I, and Intermediate Precision Machining Level II
MTT 146	Precision Grinding Machines I	6	480512 480514 480516	Introduction to Precision Machining Including CNC Level I, and Intermediate Precision Machining Including CNC Level II, and Advanced Precision Machining Including CNC Level III
MTT 147	Introduction to Machine Shop I	3	480511 480512	Introduction to Precision Machining Level I, and Introduction to Precision Machining Including CNC Level I
MTT 219	Computer Numerical Control Graphics: Turning	3	480512 480514 480516	Introduction to Precision Machining Including CNC Level I, and Intermediate Precision Machining Including CNC Level II, and Advanced Precision Machining Including CNC Level III

Carpentry				
Postsecondary Course		Credit Value	Secondary Course Number	Required Secondary Course(s)
CAR 111	Construction Basics	3	430201 430202	Introduction to Carpentry and Basic Carpentry
CAR 114	Construction Basics Lab	3	430201 430202	Introduction to Carpentry and Basic Carpentry
CAR 112	Floors Walls and Site Prep	3	430201 430202 430203	Introduction to Carpentry and Basic Carpentry and Advanced Carpentry
CAR 113	Floors Walls and Site Prep	3	430202 430203	Basic Carpentry and Advanced Carpentry
CAR131	Roof and Ceiling Systems	3	430201 430202 430203	Introduction to Carpentry and Basic Carpentry and Advanced Carpentry
CAR 133	Roof and Ceiling Systems Lab	3	430201 430202 430203	Introduction to Carpentry and Basic Carpentry and Advanced Carpentry
CAR 132	Interior and Exterior Finishes	3	430201 430203 430204	Introduction to Carpentry and Advanced Carpentry and Residential Finishing

Office Administration				
Postsecondary Course		Credit Value	Secondary Course Number	Required Secondary Course(s)
OAD 110	Navigating Windows	3	520506	Business Technology Essentials
OAD 125	Word Processing	3	520506	Business Technology Essentials
OAD 135	Financial Record Keeping	3	520501 520504	Accounting Principles and Advanced Accounting Principles

Child Development				
Postsecondary Course		Credit Value	Secondary Course Number	Required Secondary Course(s)
CHD 100	Introduction to Early Care and Education of Children	3	200720	Early Childhood Education Careers and Early Childhood Education
CHD 202	Children's Creative Experiences	3	200720 200721 200722	Early Childhood Education Careers and Early Childhood Education and Advanced Early Childhood Education
CHD 206	Children's health and Safety	3	200720 200721 200722	Early Childhood Education Careers and Early Childhood Education and Advanced Early Childhood Education

Landscape and Horticulture				
Postsecondary Course		Credit Value	Secondary Course Number	Required Secondary Course(s)
HOC 110 OHT 110 TRF 110 AGR 101 AGP101	Introduction to Horticulture	3	010552	Horticulture
HOC 120 OHT 120 LOM 120 AGR 220	Plant Propagation	3	010552 010554	Horticulture and Plant Biotechnology
HOC 136 OHT 136 LOM 136 AGR 136	Residential Landscape	3	010553	Landscape Design and Management

ATTACHMENT 6

System:

SDE Staff:

Dates of Review:

IV. INSTRUCTION

	Y	N	N/A	Indicators
A. Counseling and Guidance – Perkins/Counseling - INSTRUCTION				
1. Has each LEA ensured that counselors at each school have:				
a. Developed and implemented a comprehensive counseling and guidance program with certified counselors at the ratio determined by Southern Association of Colleges and Schools (SACS) that ensures that every student achieves the minimum counseling competencies at each appropriate grade level?				School enrollment data; Copy of LEA and each school's comprehensive counseling and guidance plan
b. Spent 100% of their time providing services through the four required program components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support?				Counselor's schedules; School counseling calendar of activities
c. Developed and followed a planned calendar of activities?				Copy of yearly and monthly calendar of guidance and counseling activities
d. Implemented a planned sequential program of large group, small group, and individual activities that enhances the instructional program in required areas?				Copy of yearly and monthly Calendar; Counselor's schedule indicating large group, small group, and individual activities
e. Provided adequate resources for instruction and delivery of guidance services?				Observation; Counselor interviews
f. Assisted in early identification of students at-risk of school failure and facilitated in the delivery of preventive and intervening services?				Interviews and/or copy of plan
g. Implemented a comprehensive counseling and guidance program that ensures equal access and appropriate placement of students by utilizing test data and other available information?				Interviews; Copy of plan
h. Provided guidance to students in the development and annual revision of a high school four-year educational plan and an educational/career planning portfolio of study. (The selection of the high school four-year plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio).				Copies of four-six year student plans with signatures of parents or guardians; Copies of students' educational/career planning portfolios
i. Consulted with students, parents, teachers, other educators, and community agencies regarding strategies to help students achieve personal and academic advancement?				Interviews; Resource list
j. Provided equal access, systematic evaluations, and follow-up studies to determine program revisions and promote awareness of the program?				Needs Surveys; <i>Systematic Evaluations</i> ; Follow-up; <i>Results Data</i> ; Interviews
k. Established a Counseling and Guidance Advisory Council and/or Committee?				List of members for LEA and each school's Counseling and Guidance Advisory Council and/or Committee
l. Provided easily accessible and adequate facilities?				Observation
m. Coordinated guidance services with all aspects of the school program?				Interviews

citations on this page.

System:		SDE Staff:	
Dates of Review:			
B. Curriculum and Instruction – INSTRUCTION			
1. Is the system implementing the State Courses of Study for all grades and all subjects, according to Code of Alabama §16-6B-2?			Local aligned curriculum guide if available; lesson plans; administrator interviews; selected teacher interviews (if possible)
2. Are the following taught in every elementary school: <i>Code of Alabama §16-6B-2</i>	Master Schedules		
a. Reading, including phonics?			
b. Spelling?			
c. Handwriting?			
d. Arithmetic?			
e. Oral and written English?			
f. Geography?			
g. History of the U.S. and Alabama?			
h. Elementary Science?			
i. Hygiene and Sanitation?			
j. Physical Education?			
k. The arts, including musical and visual?			
l. Environmental Protection?			
3. Are the following courses taught in grades 1-8: <i>Code of Alabama §16-6B-2</i>	Master Schedules		
a. English?			
b. Social Studies?			
c. Mathematics?			
d. Science?			
4. Does your high school curriculum include adequate course offerings to satisfy the following credit requirements for the Alabama High School Diploma: <i>Ala. Admin. Code r. 290-3-1-.02(8)(a)</i>	Master schedules; Course Registration Booklets/Student Handbooks		
a. 4 English (9, 10, 11, 12)?			
b. 4 Math (Algebra 1, Geometry, and at least 2 others)?			
c. 4 Science (Biology, a physical science, and at least 2 others)?			
d. 4 Social Studies (9, 10, 11, 12)?			
e. 1 Physical Education?			
f. ½ Health Education?			
g. ½ Arts Education?			
h. ½ Computer Applications?			
i. 5½ Electives? (Foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education)			

System:		SDE Staff:			
Dates of Review:					
5. Does your high school curriculum include adequate course offerings to satisfy the following credit requirements for the Alabama High School Diploma with Advanced Academic Endorsement: (Must include advanced level work in the core curriculum consistent with the guidelines established by the State Board of Education and the local board) <i>Ala. Admin. Code r. 290-3-1-.02(8)(b)</i>		Master schedules; Course Registration Booklets/Student Handbooks			
a.	4 English (9, 10, 11, 12)?				
b.	4 Math (Algebra I, Geometry, Algebra II w/ Trigonometry, and at least 1 other)?				
c.	4 Science (Biology, a physical science, and at least 2 others)?				
d.	4 Social Studies (9, 10, 11, 12)?				
e.	1 Physical Education				
f.	½ Health Education?				
g.	½ Arts Education?				
h.	½ Computer Applications?				
i.	2 Foreign Languages (Both credits in the same language)?				
j.	3 ½ Electives? (Foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education)?				
6.	Does your school/system conduct a comprehensive character education program for all grades, consisting of not less than 10 minutes per day, on character traits listed in the Code of Alabama §16-6B-2(h)?				Copy of school/system Character Education Plan
7.	If your system/school conducts a summer school program, is it registered with the State Department of Education each summer it is conducted, according to Ala. Admin. Code r. 290-3-1-.02(6)(a)?				Copy of latest registration forms for summer school program
8.	Do all subjects, required and elective, for which one credit is given, meet for a minimum of 140 clock hours, according to Ala. Admin. Code r. 290-3-1-.02(9)(a)?				Master schedules (including time allocations)
9.	Do all elementary and middle school physical education classes meet the course of study requirement which calls for a minimum of 30 minutes daily, as established by State Board of Education in accordance with Code of Alabama §16-40-1 (1975)?				Master schedules; Administrator interviews
C. Professional Development Plans - INSTRUCTION					
1.	Is there a Professional Development Plan for the current school year?				Copy of most recent Professional Development Plan (signed by Superintendent)
2.	Is the plan signed by the superintendent?				Copy of most recent Professional Development Plan (signed by Superintendent)
3.	Does the plan address in detail the professional development needs of employees of the system?				Copy of most recent Professional Development Plan (signed by Superintendent)

ATTACHMENT 7

APPENDIX A

Alabama High School Graduation Requirements

(Alabama Administrative Code 290-3-1-02(8)(a) (b) and (c))

1. COURSE REQUIREMENTS

The Alabama courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced level work in the core curriculum. Students seeking the Alternate Adult High School Diploma shall complete the prescribed credits for the Alabama High School Diploma and pass the test of General Education Development (GED).

COURSE REQUIREMENTS	Alabama High School Diploma Credits	Alabama High School Diploma with Advanced Academic Endorsement Credits	Alternate Adult High School Diploma Credits
ENGLISH LANGUAGE ARTS	4	4	4
Four credits to include the equivalent of:			
English 9	1	1	1
English 10	1	1	1
English 11	1	1	1
English 12	1	1	1
MATHEMATICS	4	4	4
Four credits to include the equivalent of:			
Algebra I	1	1	1
Geometry	1	1	1
Algebra II with Trigonometry		1	
Mathematics Elective(s)	2	1	2
SCIENCE	4	4	4
Four credits to include the equivalent of:			
Biology	1	1	1
A physical science	1	1	1
Science Electives	2	2	2
SOCIAL STUDIES*	4	4	4
Four credits to include the equivalent of:			
Grade 9 Social Studies	1	1	1
Grade 10 Social Studies	1	1	1
Grade 11 Social Studies	1	1	1
Grade 12 Social Studies	1	1	1
PHYSICAL EDUCATION	1	1	1
HEALTH EDUCATION	0.5	0.5	0.5
ARTS EDUCATION	0.5	0.5	0.5
COMPUTER APPLICATIONS**	0.5	0.5	0.5
FOREIGN LANGUAGE***		2	
ELECTIVES	5.5	3.5	5.5
Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.			
TOTAL CREDITS	24	24	24

* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the electives credits, making a total of six electives credits.

*** Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

Alabama High School Diploma with Career/Technical Endorsement and Alabama High School Diploma with Advanced Career/Technical Endorsement

1. COURSE REQUIREMENTS

Effective for students who begin the ninth or tenth grade in the 1999-2000 school year, students may earn an Alabama High School Diploma with Career/Technical Endorsement or an Alabama High School Diploma with Advanced Career/Technical Endorsement by completing the required credits in the core curriculum consistent with guidelines established by the State Department of Education and local boards and a coherent sequence of three career/technical courses in a career major. For the advanced career/technical endorsement, advanced level work must be completed, and core curriculum requirements may be satisfied by credit earned through applied academic courses or embedded or substitute credit situations.

COURSE REQUIREMENTS	Alabama High School Diploma with Career/Technical Endorsement Credits	Alabama High School Diploma with Advanced Career/Technical Endorsement Credits
ENGLISH LANGUAGE ARTS	4	4
Four credits to include the equivalent of: English 9 English 10 English 11 English 12	1 1 1 1	1 1 1 1
MATHEMATICS	4	4
Three credits to include the equivalent of: Algebra I Geometry Algebra II with Trigonometry Mathematics Electives (1 may be embedded)	1 1 1 2	1 1 1 1
SCIENCE	4	4
Two credits to include the equivalent of: Biology A physical science Science Electives (1 may be embedded or substituted)	1 1 2	1 1 2
SOCIAL STUDIES*	4	4
Four credits to include the equivalent of: Grade 9 Social Studies Grade 10 Social Studies Grade 11 Social Studies Grade 12 Social Studies	1 1 1 1	1 1 1 1
PHYSICAL EDUCATION	1	1
HEALTH EDUCATION	0.5	0.5
ARTS EDUCATION	0.5	0.5
COMPUTER APPLICATIONS**	1	1
CAREER/TECHNICAL EDUCATION (sequenced program of courses)***	3	3
ELECTIVES****	2	2
Local boards shall offer foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education as elective credits. Local boards are not required to implement this diploma endorsement.		
TOTAL CREDITS	24	24

- * All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.
- ** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one credit will then be added to the elective credits, making a total of three elective credits.
- *** The Alabama courses of study shall be followed in determining minimum requirements for the coherent sequence of career/technical education courses.
- **** Students may earn the advanced career/technical and the advanced academic endorsements concurrently if the elective credits as outlined above are used to earn the required credits in foreign language.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

Alabama High School Graduation Requirements (continued)

(Alabama Administrative Code 290-3-1-02(8)(g))

1. COURSE REQUIREMENTS

Effective for students with disabilities as defined by the Individuals with Disabilities Education Act (Public Law 101-476) who begin the tenth grade in the 1997-98 school year, students must earn the course credits outlined in Ala. Admin. Code r. 290-3-1-02(8)(g)1. and successfully complete an approved occupational portfolio in order to be awarded the Alabama Occupational Diploma.

COURSE REQUIREMENTS	Alabama Occupational Diploma Credits
ENGLISH LANGUAGE ARTS	4
Four credits to include the equivalent of: Employment English I Employment English II Employment English III Applied Employment English IV	1 1 1 1
MATHEMATICS	4
Four credits to include the equivalent of: Job Skills Math I Job Skills Math II Job Skills Math III Applied Job Skills Math IV	1 1 1 1
SCIENCE	4
Four credits to include the equivalent of: Life Skills Science I Life Skills Science II Life Skills Science III Applied Life Skills Science IV	1 1 1 1
SOCIAL STUDIES	4
Four credits to include the equivalent of: Career Preparation I Career Preparation II Career Preparation III Applied Career Preparation IV	1 1 1 1
CAREER/TECHNICAL EDUCATION	2
*Cooperative Career/Technical Education	1
HEALTH EDUCATION	0.5
PHYSICAL EDUCATION	1
ARTS EDUCATION	0.5
ELECTIVES	3
Existing laws require LEAs to offer arts education, physical education, wellness education, career/technical education, and driver education as electives.	
TOTAL CREDITS	24

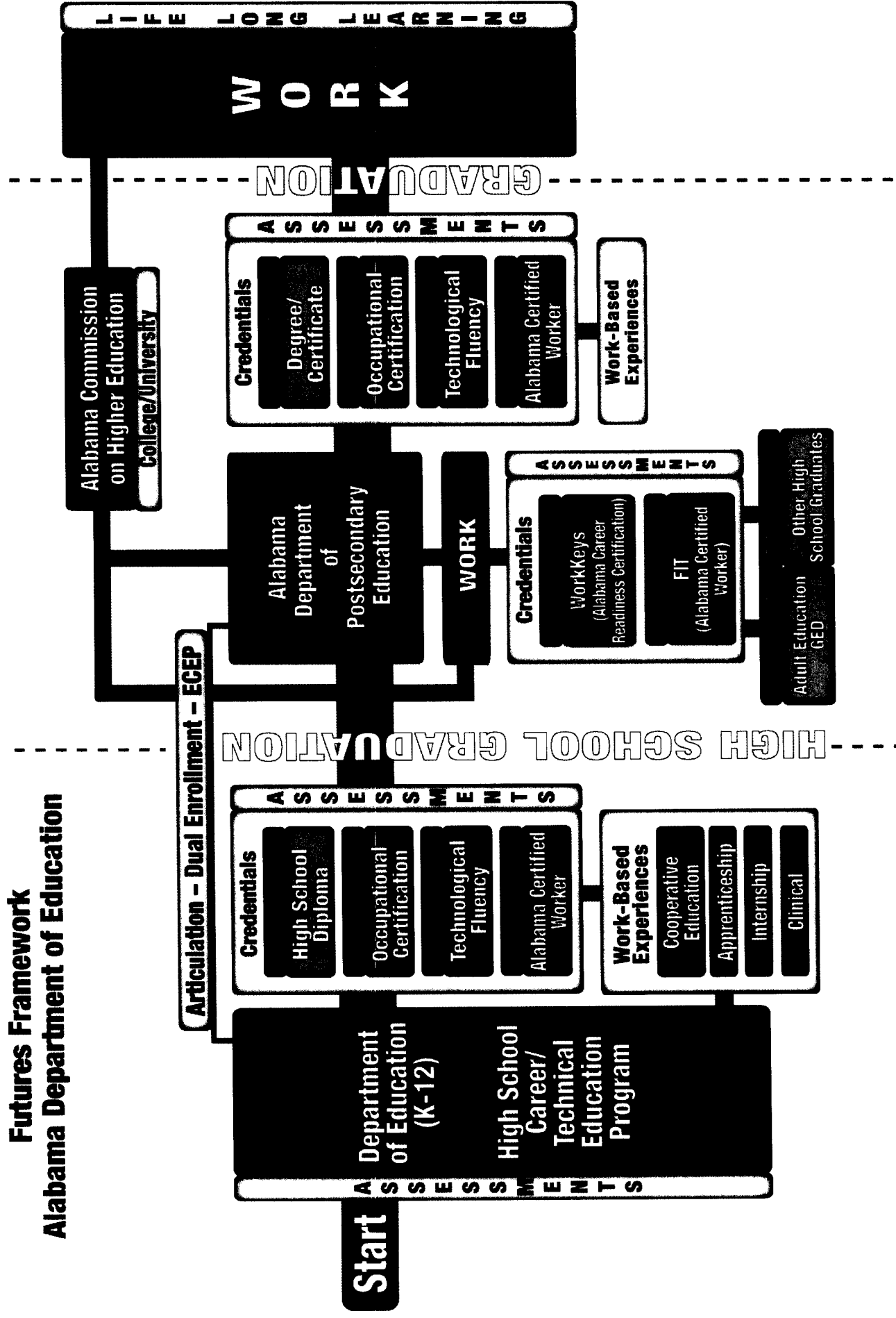
*May be a part of the two credits for Career/Technical Education. The designated one credit for Cooperative Education will then be added to the electives, making a total of four electives.

2. ASSESSMENT REQUIREMENTS

Complete successfully an approved Alabama Occupational Diploma Portfolio for graduation.

ATTACHMENT 8

Career/Technical Education Futures Framework Alabama Department of Education



ATTACHMENT 9

Original Application ☐
Amended Application ☐
Amendment No. _____
Effective Date _____

**PROGRAM APPLICATION and ACCOUNTABILITY PLANS
FOR CAREER/TECHNICAL EDUCATION**

Fiscal Year 2006-2007

Submitted to

**Alabama Department of Education
Montgomery, Alabama 36130**

by

_____ **Board of Education**

To the best of my knowledge, the information contained herein is correct, the programs will be implemented as described in the approved application, and all assurances and certifications will be observed.

(Career/Technical Administrator)

(How to Contact)

CERTIFICATION

I have reviewed the attached application/budget. The proposed expenditures appear to be coded properly and will be incorporated into the LEA's systemwide budget.

Custodian of Funds

Date

I certify that I am authorized by the governing board of the above-named school system to submit this application or amendment; that all assurances, certifications, and disclosures submitted with the Program Application and Accountability Plans for Career Technical Education will be observed; that the program will be implemented as described; and that the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exceptions.

Local Superintendent's Original Signature

Date

FOR SDE USE ONLY:

Approved: _____

Joseph B. Morton, State Superintendent of Education

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GENERAL DIRECTIONS

The Carl D. Perkins Vocational and Technical Education Act of 1998, P.L. 105-332, the Alabama State Plan for Career/Technical Education, and the *Alabama Administrative Code* Rule 290-1-4-.01(7) regarding Foundation Program Plans require all local educational agencies (LEAs) to complete a program application to be submitted to the State Superintendent of Education.

Each LEA is annually allocated funds based on a formula prescribed by the Act. The State Department of Education will distribute federal funds available under the Act on the basis of this application and pursuant to the policies, procedures, rules, and regulations of the State Board of Education. Eligible recipients desiring funds must submit a Local Plan as an individual program/LEA or as a member of a consortium.

This program application must contain local program planning information applicable to the LEA. It is imperative that program planning and LEA budgeting functions be coordinated.

Each LEA shall submit a Local Plan to the SDE. Specific information about programs to be assisted and activities to be conducted will be submitted annually.

Included with this application are "Requests for Proposals" (RFPs) to be completed and submitted as part of the Program Application.

Questions relating to this Local Program Application and Accountability Plan should be referred to Ms. Sherry A. Key, Interim Director of Career/Technical Education, at 334-242-9111.

Submit the ORIGINAL and ONE copy of the completed Local Program Application and Accountability Plan by August 1, 2006, to:

**Mr. Warren Craig Pouncey
Assistant State Superintendent
Alabama State Department of Education
P. O. Box 302101
Montgomery, Alabama 36130-2101**

Local Program Applications and Accountability Plans will be reviewed for approval as received. To help ensure approval prior to September 30, 2006, information must be complete and correct. All information on budget pages must agree with the budget submitted by the system.

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII. Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.

ASSURANCES/AGREEMENTS FOR FISCAL YEAR 2007

This Local Education Agency hereby assures the Alabama Department of Education, Career/Technical Education Section, that:

1. This plan has been developed in consultation with the local advisory council for career/technical education and will be made available for review and comment by interested parties including, as appropriate, representatives from other workforce development partners.
2. Equal opportunities in career/technical education programs will be provided persons without regard to race, sex, religious preference, national origin, or disability.
3. The findings of evaluations of programs operated by this applicant during previous years were considered when planning the programs proposed in this application.
4. The activities proposed in this application take into consideration all facets of workforce development in order to ensure a coordinated approach to meeting the training and education needs of the area.
5. To avoid duplication, consideration has been given to other occupational training programs being conducted by other agencies in the area.
6. Federal funds under Title I will be used to supplement and to increase the amount of state and local funds that would, in the absence of those federal funds, be made available for the uses specified in the State Plan and the local applications. In no case will federal funds supplant state or local funds.
7. Federal funds will be used to provide career/technical education through programs that are of such size, scope, and quality as to be effective. Funds will be used to integrate academic and career/technical education in such programs through coherent sequences of career/technical education courses so that students achieve both academic and occupational competencies.
8. The applicant will provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers.
9. The applicant will provide guidance, counseling, and career development activities for students in nontraditional populations.
10. The applicant will provide counseling and instructional services designed to facilitate the transition from secondary to postsecondary education and/or employment.
11. Statistical, financial, and descriptive reports required by the Alabama State Department of Education will be submitted.
12. The applicant will make provisions for leadership training for all students enrolled in career/technical education programs.
13. Funds expended under this Act will not be used to acquire equipment (including computer software) in an instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity or its employees or any affiliate of such an organization.
14. The LEA will comply with the requirements of the Alabama Competitive Bid Law. The bid law requires that purchases over \$7500 be made under contractual agreement entered into by free and open competitive bidding or sealed bids.

15. State and local funds will be used in the schools of each local education agency that is receiving funds under this Act to provide services which, taken as a whole, are at least comparable to services being provided in schools which are not receiving such funds.
16. Fiscal control and fund accounting procedures will be used that will ensure proper disbursement and accounting for federal career/technical education funds in accordance with "OMB Circular A-87" and the Education Department General Administrative Regulations (EDGAR).
17. Records will be retained for three years after the close of the fiscal year in which funds are expended and until all pending audits have been completed and the exceptions resolved.
18. The LEA will keep cash on hand at a minimum.
19. The LEA will obtain an audit that will meet the requirements as outlined in the "Audit Standards for Alabama School Boards" and "OMB Circular A-133."
20. The LEA will abide by the approved LEA Restricted Indirect Cost Plan.
21. When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing a project, the LEA shall clearly state: (1) the dollar amount of federal funds for the project; (2) the percentage of the total cost of the project that will be financed with federal funds; and (3) the percentage and dollar amount of the total cost of the project that will be financed by non-government sources (Section 511 of the 1990 Department of Education Appropriation Act).
22. The LEA will comply with provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with federal funds.
23. Maintenance of local effort for career/technical education programs will be provided to the extent that all career/technical education programs shall be provided local financial support for maintenance in an amount not less than \$300 per teacher, plus \$3.00 per student based upon average enrollment.
24. The local advisory council on career/technical education meets the requirements of the Alabama State Board of Education.

Assurances for Special Needs Students

Federal funds are to provide equitable participation for members of special populations in career/technical education programs that are of such size, scope, and quality as to be effective.

25. Programs using federal funds shall be carried out according to the criteria for programs for each special population. The term "special populations" includes individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; individuals with other barriers to educational achievement, including academically disadvantaged and including individuals with limited-English proficiency.
26. Special needs of students will be assessed with respect to their successful completion of the career/technical education program in the most integrated setting possible.
27. Supplementary aids and services will be provided to students who are members of special populations, when appropriate. These aids and services may include, but are not limited to, curriculum modification, equipment modification, classroom modification, supportive personnel, instructional aids and devices, etc.

28. The applicant will provide career/technical education programs that encourage students to pursue coherent sequences of courses and that assist special population students to succeed in such programs.
29. The applicant will maintain documentation to verify the eligibility of students who are members of special populations enrolled in programs supported by federal funds.
30. The applicant will make provisions for including appropriate representation of career/technical education personnel on Individualized Education Program (IEP) committees for students with disabilities.
31. Students who are members of special populations will be assisted in entering career/ technical education programs and, with respect to students with disabilities, will be assisted in fulfilling the transitional service requirements of the Individuals with Disabilities Education Act (IDEA) when appropriate.
32. The applicant will make provisions for disabled students enrolled in private secondary schools that are approved by the Department of Education to participate in career/technical education programs receiving federal funds.
33. The applicant shall provide:
 - A. Students who are members of special populations and parents of such students the following information at least one year before the students enter or are of an appropriate age for the grade level in which career/technical education programs are first generally available, but in no event later than the beginning of the ninth grade.
 - (1) The opportunities available in career/technical education.
 - (2) The requirements for eligibility for enrollment in such career/technical education programs.
 - (3) The specific courses that are available.
 - (4) The special services that are available.
 - (5) The employment opportunities.
 - (6) The opportunities for placement.
 - B. Information regarding procedures for participating in state and local decisions that influence the character of programs under this Act affecting their interests. The information provided shall, to the extent possible and practicable, be in a language and form that the parents and students understand.

Local Education Agency

Signature of Superintendent

Date Signed

Signature of Career/Technical Administrator

Date Signed

LEA Form 1

Local Secondary-Postsecondary Articulation Agreements

On the following form, list your secondary career/technical education courses for which local articulation agreements are in effect. (If additional space is required, you may add to the table or attach additional pages.)

Key: CTE = Career Technical Education Sec = Secondary PS = Postsecondary Education CU = Carnegie Unit (140 hours of instruction)

[illegible]

LEA Form 1 (continued)

COOPERATIVE ACTIVITIES WITH OTHER TRAINING AGENCIES

On the following form, check if there are any partnerships/coordination (other than articulation agreements) between career/technical education in your local system and any of the types of organizations listed below. Add other types of organizations as necessary. Give the names of your programs or other services/activities for which there are any partnerships/coordination. If more space is needed, attach additional pages.

Type of Organization	✓	Name of Organization	Description of Partnerships/Coordination
Community College			
Technical College			
Apprenticeship			
University			
Business Partnership			
Community-Based Organization			
Other Organizations			

If secondary students are enrolled in CTE courses at a postsecondary institution, complete the following form.

CTE Course Code	Course Name (Names must agree with secondary courses of study.)	Grade Level/No. of Students				Name of Postsecondary Institution
		9	10	11	12	

LEA Form 2**NARRATIVE DESCRIPTION OF EXPECTED ACHIEVEMENTS**

Describe how the LEA utilizes funds to support programs that incorporate the following eight mandated activities to assure that all career/technical education students will perform at the level to be achieved as given in the State Plan. Include specific references to participation of members of special populations* identified in programs.

1. Integrate academics with career/technical education through a coherent sequence of courses to ensure learning in the core academic and career/technical subjects.
2. Provide students with strong experience in and understanding of all aspects of an industry.
3. Develop, improve, or expand the use of technology in career/technical education.
4. Provide professional development programs to teachers, counselors, and administrators.
5. Develop and implement evaluations of the career/technical education programs.
6. Initiate, improve, expand, and modernize quality career/technical education programs.
7. Provide services and activities that are of sufficient size, scope, and quality to be effective.
8. Link secondary career/technical education to postsecondary, including implementing tech-prep programs.

*The term special populations means individuals with disabilities; individuals from economically disadvantaged families (including foster children); individuals preparing for nontraditional training and employment; single parents (including single pregnant women); displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited-English proficiency.

Carl D. Perkins Vocational-Technical Education Act of 1998, Section 3, (23)

LEA Form 3**LOCAL SYSTEM-LEVEL ADVISORY COUNCIL ON CAREER/TECHNICAL EDUCATION**

Each LEA shall have a system-level Career/Technical Education Advisory Council to ensure that curriculum content, equipment, and materials are current.

The Advisory Council shall meet as often as necessary but no less than twice annually with written minutes of each meeting kept on file. There shall be written operating guidelines for the Advisory Council. Other documentation to be on file shall be a list of members with titles, places of employment, addresses (including email addresses), and phone numbers where they may be reached. *(At least seven members must be from business and/or industry related to the programs in your system.)*

Certification by Council Chairperson

The Local Advisory Council on Career/Technical Education had input into the process of establishing new programs, maintaining current programs, and/or terminating existing programs.

The Local Advisory Council on Career/Technical Education had input into the development of the 2006-2007 Local Program Application and Accountability Plan.

The Council met and discussed the approval of this Program Application on

Date of Approval

I hereby certify that this 2006-2007 Local Program Application and Accountability Plan was developed in consultation with the Local Advisory Council.

Chairperson (Type or print name.)

Signature, Chairperson, Local System-Level Advisory
Council on Career/Technical Education

LEA Form 5**PLANNED USES OF BASIC GRANT FUNDS**

Show totals to be budgeted for proposed expenditures from Perkins (Basic Grant) funds for all programs and services. The total of the amounts must equal your total Perkins allocation which is to be included in the blank at the bottom of the page. Funds may only be used for those activities given in **Section 135 – Local Uses of Funds**. (See Appendix A for **Section 135 – Local Uses of Funds**) On the blank lines in each category where funds are budgeted, tell how these funds will be used to improve the career/technical education programs by increasing student performance in each of the core indicator areas. Information on this form must agree with LEA Budget. (Attach pages as necessary.)

ADMINISTRATIVE SERVICES and OTHER SUPPORT SERVICES**3500 – Career Guidance & Counseling**

(NOTE: May combine 3500 program code only with function code 2120 – Counseling & Guidance Services.)

Uses of Funds	Amt. Budgeted
For each amount budgeted, funds must be targeted to improving performance.	\$

3600 – Administration

(NOTE: May combine 3600 program code only with administrative function codes – 23xx, 6xxx.)

Uses of Funds	Amt. Budgeted
For each amount budgeted, funds must be targeted to improving performance.	\$

INSTRUCTIONAL PROGRAMS**3700/3800 – All Programs**

Uses of Funds	Amt. Budgeted
For each amount budgeted, funds must be targeted to improving performance.	\$

Total of Basic Grant Allocation \$

(This amount must equal the total allocation of Perkins (Basic Grant) funds.)

LEA Form 6

APPLICATION FOR APPROVAL OF INTENDED FEDERAL SALARIES

(Submit a current job description that supports the *Uses of Funds for each position requested.)

Allowable salaries include special populations coordinator, remediation teacher (must be for remediation of career/technical education students in areas needed to complete the career/technical education program), teacher for a new program (no more than three years), counselor, instructional aide, or administrative services. All personnel listed on this form must be included on LEA Form 4/10/13 and amounts budgeted included in Column 6 of that form. The amounts budgeted must also be included in the total for the Accounting Program Code on LEA Form 5. (See *Appendix A for listing of job titles to use.*) **Positions/FTE must correlate to budget file (magnetic media) coding.**

Name of Personnel (Must be same as name listed on LEA Form 4/10/13.)	Job Title/Position (Must be same as listed on LEA Form 4/10/13.)	School/Site (Must be same as listed on LEA Form 4/10/13.)	No. of Days Employed	FTE % of Time Out of Fed.	Source of Salary for FY 2006 (Give % for each.)			Source of Salary for FY 2005 (Give % for each.)			Source of Salary for FY 2004 (Give % for each.)		
					S	F	L	S	F	L	S	F	L

LEA Form 7

BASIC GRANT FUNDS FOR PROPOSED ACQUISITION OF CAPITALIZED EQUIPMENT

List only **capitalized*** equipment to be purchased from Federal Basic Grant funds. This form must reflect the exact total amount included in the LEA's systemwide budget for capitalized equipment to be purchased with Perkins (Basic Grant) funds.

Description of Items	Function/ Program/ Object Code	No. of Items	Unit Cost	Total Cost	School Name/ Program/ Teacher(s)

Total \$ _____

*Capitalized equipment purchases should meet the following criteria:

1. Retains its original shape and appearance with use.
2. Under normal conditions is expected to serve its intended purpose for longer than one year.
3. Is non-expendable; that is, if the item is damaged or some of its parts are worn, it is more feasible to repair the item than to replace it.
4. Has a unit cost of **\$5,000.00** or more.

Non-capitalized equipment, which has a different accounting code, will be those items that cost less than \$5,000, but still meet the definition of equipment. These will not be listed on this form.

LEA Form 8

NEW AND/OR EXPANDED
CAREER/TECHNICAL EDUCATION INSTRUCTIONAL PROGRAM

Prepare this form for each new program or expansion of an existing program. If the program is not included in the current courses of study, the system must get approval to implement the curricula at the local level before completing this form. This form will be completed on any program closed at one site and re-opened at another site. This new or expanded program must be included on LEA Form 4/10/13.

School Name (where program will be located) _____

Name(s) of Teacher(s) _____ Years of teaching experience in CTE _____

Program Area (as listed in courses of study) _____ Grade Level(s) _____

On a separate sheet, address the following items:

1. Describe the need for program.

(Need for the proposed program must be documented. Labor market information may be used to substantiate need. If accurate local manpower data is not available, the local Career/Technical Education Advisory Council may validate in the minutes the value of the proposed new program.

2. Describe in detail, the facilities, including the resources and equipment available to support this program.

LEA Form 9**TERMINATION OF PROGRAM(S)**

List in the table below any career/technical education program or subject being deleted from the career/technical education offerings or being converted to another program or service. If you are closing a program at one site and starting it at another, list as terminated and complete **LEA Form 8** to indicate this program is new at the site to which it is being moved. Justification must be given for each program termination or conversion. If more space is needed, attach a separate sheet. If there are no terminations or conversions of programs, write **N/A** on the form.

Program/Subject to be Terminated/Converted	School (Site) Name	Teacher (Last Name, First Name)	Date to be Terminated/ Converted	Justification for Termination/ Conversion	Converted to Program/ Service (If applicable)

LEA Form 11

**APPLICATION FOR APPROVAL OF
 NEW AND/OR EXPANDED ADMINISTRATIVE AND/OR SUPPORT SERVICES**

On a separate page, complete answers to the following questions for each separate position requested and attach answers to this form. If no new or expanded administrative or support services are requested, write **N/A** on this form. These services include administrators, counselors, coordinators, supervisors, managers, remediation teachers, instructional aides, data contacts, etc. (See *Appendix A* for definitions and job titles.)

Position Requested _____ Name of Person to Fill Position _____

Justification for Initiating or Expanding Ancillary or Support Positions

1. Why is this position needed?
2. How has the Local Advisory Council been involved in determining this need? (The Council must be involved and action documented in minutes on file in the local administrator's office.)
3. What areas of responsibility will be assigned to this position?

NOTE: Any position applied for on this form must be included on LEA Form 4/10/13.

LEA Form 12

TERMINATION/CONVERSION OF ADMINISTRATIVE AND/OR SUPPORT SERVICE(S)

List in the table below (or on a separate page attached to this form) any career/technical education service being deleted from the career/technical education offerings or being converted to another service. If you are terminating a service at one site and starting it at another, list as terminated and complete **LEA Form 11** to indicate this service is new at the site to which it is being moved. Justification must be given for each service termination or conversion. If more space is needed, attach separate page. If there are no terminations or conversions of services, write **N/A** on the form.

Service to be Terminated/Converted (Title of Position)	School (Site) Name	Name of Personnel	Date to be Terminated/Converted	Justification for Termination/Conversion	Converted to Program/Service (If applicable)

LEA Form 14

PLAN FOR BUSINESS/INDUSTRY CERTIFICATION AND CONTINUED COMPLIANCE OF PROGRAMS

Using the following form, list all career/technical education programs by Service Area in the order shown on the form. Stand-alone (full-time) Cooperative Education programs are to be listed in Area (4) Cooperative Education. * Give correct name of program as listed in courses of study and the official name of school where program is located. List the last name and then the first name of each teacher. Place a check mark in the co-op column, if the teacher is a co-op coordinator. In the next column, give the length of the teacher's contract. Check in the next column for teachers with less than three years' experience of in CTE. If your system has no programs in a Service Area, check N/A in the "Program In Compliance" column and leave all other columns blank. The Certification of Continued Compliance for each program must be on file and signed by the teachers of the program. For each program listed below, check Yes if all Standards/Quality Factors are in compliance. If any are not in compliance, check No; then complete the Corrective Action Plan on the next page. For each program, check the Year to be Certified/Recertified.

Program Name	School	Teacher Last Name, First Name	Co-op Coord.	Length of Contract	Less than 3 years in CTE	Program In Compliance?			Year to Be Certified/Recertified (Check year for each program/teacher.)							
						N/A	YES	NO	98-99	99-00	00-01	01-02	02-03			
									03-04	04-05	05-06	06-07	07-08			
									08-09	09-10	10-11	11-12	12-13			
(1) Agriscience																
(2) Business/Marketing																
(3) Career Technologies																
(4) Cooperative Education *																
(5) FACS-Family Life																
(6) FACS-Career Conn.																
(7) Health Science																
(8) Technical Education																

LEA

Date Signed

Date Signed

(Attach separate page(s) as necessary.)

[illegible]

ATTACHMENT 10

2005-2006

COLLEGE PERFORMANCE REPORT ON

- **CAREER AND TECHNICAL EDUCATION**
- **BUSINESS AND INDUSTRY SERVICES**

MODIFICATIONS TO THE 2002-2004 COLLEGE PLAN FOR CAREER AND TECHNICAL EDUCATION

Summer Semester 2005 through Spring Semester 2006

This document contains planning and evaluation information pertinent to:

- *Workforce 21* Strategic Plan for Career/Technical Education
- Carl D. Perkins Act
- 2002-2004 College Plan for Career/Technical Education
- State Plan for Career/Technical Education
- State Board of Education policies

Data reported address state and local performance measures and provide a foundation for performance-based decision-making.

College:

Person to contact regarding report:

Phone:

E-mail:

Signature of College President

Date

CONTENTS

SECTION I – CAREER/TECHNICAL EDUCATION PROGRAMS AND 2002-2004 COLLEGE PLAN MODIFICATIONS

- A Instructions
- B Participants in Developing Performance Report and Plan Modifications
- C Career/Technical Education Data Spreadsheets
- D Comparison of Actual to Targeted Levels of Performance and Modifications to the College Plan
- E Additional Factors Having Implications for Modifying College Plan
- F Activities Addressing Required Uses of Perkins Basic Grant Funds

SECTION II – BUSINESS AND INDUSTRY SERVICES

- A Business and Industry Services Report
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SECTION III - APPENDICES

- A Glossary
- B Career/Technical Education Programs
- C Alabama College System Career/Technical Education Programs With Primary Employment Outcomes Nontraditional for Either Gender
- D Memorandum 2006-ISS-177
- E Key to Spreadsheet Data Categories

Certain data elements appear more than once in this document. **Check to ensure consistency of figures throughout.**

Submit an **original hard copy of the report/plan modification document** (including spreadsheets) and **one electronic copy of the Section I spreadsheets** by **October 31, 2006** to:

Mr. Dave Laton, Assistant Director of Career/Technical Education
Alabama Department of Postsecondary Education
P.O. Box 302130
Montgomery, Alabama 36130-2130

Submit the report/plan modification narrative and spreadsheets in accordance with the instructions in Memorandum 2006-ISS-177. **To conserve paper, do not submit Section III appendices with the report hard copy.**

INTRODUCTION

Section I of this document is the college's annual performance report on achieving state- and locally-identified career/technical education performance measures and standards for 2005-2006 and modifications to the 2002-2004 College Plan for Career/Technical Education. Section II pertains to services (e.g., customized training, general training course offerings, consulting) provided for business and non-business organizations or for the general public.

This document is submitted in compliance with the Carl D. Perkins Vocational and Applied Technology Act Amendments of 1998 (Perkins Act) and addresses State Board of Education policies 904.01 and 906.01. Included are planning and evaluation information relative to the *Workforce 21* strategic plan and college and state plans for career/technical education. Data reported are beneficial in performance-based decision making, including that pertaining to the appropriation of funds.

Career/technical education performance measures and data are grouped by corresponding *Workforce 21* strategic plan imperatives (goals). Therefore, the data indicate the degree to which the college is achieving the imperatives of the strategic plan. Grouping performance measures by imperatives demonstrates the relationship among the College Plan for Career/Technical Education, the annual performance report, and *Workforce 21*.

Data from individual colleges are compiled in a state performance report for submission to the U.S. Department of Education and for reporting the status of postsecondary career/technical education and workforce training to Alabama citizens. Actual levels of performance drive modifications to the colleges' and the state's plans for career/technical education.

SECTION I – CAREER/TECHNICAL EDUCATION PROGRAMS AND 2002-2004 COLLEGE PLAN MODIFICATIONS

A INSTRUCTIONS

Section I pertains to career/technical education short-term certificate, certificate, diploma, and associate degree programs. Submit information in the format requested for the 2005-2006 data collection period (first day of summer semester 2003 through final day of spring semester 2005) unless stated otherwise. **Do not attach computer printouts. Do not modify the spreadsheets.**

College representatives and the college Strategic Analysis Team are to compare actual levels of performance (performance for the 2005-2006 data collection period) with 2005-2006 targeted levels of performance (identified in the college's plan for career/technical education). Based on this comparison, areas in need of improvement are identified and changes are implemented as warranted. Changes that require modifications to the college plan are to be noted in the appropriate locations in subsection I-D.

Certain initiatives may not have been fully implemented at all colleges and data may not be complete for all performance measures. In such cases, mark the space next to the "data not available" statement for that performance measure. At the appropriate locations in subsection I-D, indicate actions that the college will take to obtain the unavailable data.

B

As in the development of the 2002-2004 College Plan for Career/Technical Education, the college's Strategic Analysis Team (SAT) participates in developing the annual performance report and resulting plan modifications. The SAT includes, but is not limited to: 1) chairs of the career/technical education program advisory committees; 2) college faculty and staff representatives, to include individuals responsible for decisions related to instructional technology; 3) institutional advisory council representatives; 4) labor representatives; 5) student representatives; and 6) special populations advocates.

List below the SAT members who participated in developing this report and plan modifications. Identify the group or interest the individuals represent (e.g., chair of automotive technology advisory committee, career/technical education instructor, special populations advocate).

[illegible]

C CAREER/TECHNICAL EDUCATION DATA SPREADSHEETS

A hard copy of each spreadsheet is to be submitted to the Department of Postsecondary Education with this report/plan modification document. Additionally, electronic copies of the spreadsheets are to be submitted to the Department by October 31. Complete instructions for accessing and submitting the spreadsheets are provided in Memorandum 2005-ISS-130. (See subsection III-D.)

Data in these spreadsheets are used to address the "actual level of performance" items in subsection I-D. Report only those data pertaining to students, instructors, and programs for the data collection period (first day of summer semester 2003 through final day of spring semester 2005) unless directed otherwise.

Subsection III-B includes a list of career/technical programs grouped by the 16 U.S. Department of Education program career clusters. Programs listed are those identified as career/technical education programs in The Alabama College System.

Insert hard copies of 2005-2006 career/technical education program data spreadsheets here. Reduce spreadsheet size so that all data for a single table appear on one legal or letter size page. This results in a total of four data spreadsheets appearing in subsection I-C of this document:

1. "2005-2006 Career Technical Education Enrollment" (file *Sec 1 C-T Enroll.xls*)
2. "2005-2006 Career Technical Education Performance Data – Imperative I" (file *Sec 1 C-T Imp 1*)
3. "2005-2006 Career Technical Education Performance Data – Imperative II" (file *Sec 1 C-T Imp 2*)
4. "2005-2006 Career Technical Education Performance Data – Imperatives III, IV, V" (file *Sec 1 C-T Imp 3,4,5*)

See "Key to Spreadsheet Data Categories" in subsection III-E.

Note: The Department of Postsecondary Education provides to colleges data pertaining to the following performance measures in subsection I-D: 1a, 1f, 1g, 1k, 2d, and 2e.

DO NOT MODIFY SPREADSHEET FORMAT OR FORMULAS.

D COMPARISON OF ACTUAL TO TARGETED LEVELS OF PERFORMANCE AND MODIFICATIONS TO THE COLLEGE PLAN

Use data in the subsection I-C spreadsheets to complete "actual level of performance" statements. Use figures from the college's 2002-2004 plan for career/technical education to complete the "targeted level of performance" statements. Delete the "locally identified performance measure and standard" and the "unavailable data" boxes that are left blank. Conserve space wherever possible. (Note: The Alabama Department of Postsecondary Education provides to each college actual performance data relative to measures 1a, 1f, 1g, 1k, 2d, and 2e.)

IMPERATIVE 1: Ensure that students attain the skills and knowledge they will need in the workplace and for continued learning.

Measure 1a: Percentage students (fall 1999 cohort) meeting graduation requirements within four years of initial enrollment.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available ____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1b: Percentage of full completers able to apply mathematical reasoning to work-related problems at or above the skill level identified for their program as measured by the ACT Work Keys Applied Mathematics assessment.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available ____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1c: Percentage of full completers able to read and understand work-related instructions and policies at or above the skill level identified for their program as measured by the ACT Work Keys Reading for Information assessment.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available ____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1d: Percentage of full completers able to apply information presented in workplace graphics and gauges at or above the skill level identified for their program as measured by the ACT Work Keys Locating Information assessment.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1e: Percentage of full completers able to solve problems of a technological nature at or above the skill level identified for their program as measured by the ACT Work Keys Applied Technology assessment.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1f: Percentage of career/technical education students with a grade point average of 2.0 or higher in academic course work.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1g: Percentage of career/technical education students with a grade point average of 2.0 or higher in technical course work.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1h: Percentage of full completers passing applicable licensure/certification examinations.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available ____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1i: Percentage of full completers scoring at or above the employability skills attainment level identified for their program as measured by the ACT Work Habits assessment.

Actual level of performance (2005-06) NA% Targeted level of performance (2005-06) NA%
Data not available X

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

This measure was not applicable for 2005-2006.

Measure 1j: Percentage of full completers employed.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available ____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1k: Percentage of full completers (summer 2002, fall 2003, spring 2003) employed first and third full quarter calendars years after program completion (employment retention).

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available ____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1l: Percentage of full completers employed in occupations related to their training and education program.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1m: Percentage of full completers employed in an occupation related to their training and education program and/or continuing their education in a related field.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1n: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 1o: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

UNAVAILABLE DATA

In the space below, describe actions that will be taken to obtain data that are currently unavailable.

IMPERATIVE 2: Expand options for students to achieve career and education goals.

Measure 2a: Percentage students exiting program who are full completers or who are positive leavers.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2b: Percentage students not meeting graduation requirements who remain enrolled in program (retainers).

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2c: Percentage full completers receiving The Alabama College System Career Credentials Document.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2d: Percentage nontraditional (gender) students enrolled in nontraditional programs.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2e: Percentage full completers of nontraditional programs who are nontraditional (gender) students.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2f: Percentage students enrolled in programs in preparation for nontraditional employment who are full completers or who are positive leavers.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2g: Percentage applicable programs having articulation agreements with secondary programs.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2h: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 2i: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

UNAVAILABLE DATA

In the space below, describe actions that will be taken to obtain data that are currently unavailable.

IMPERATIVE 3: Anticipate and respond quickly to changes in the workplace and in society.**Measure 3a: Percentage programs for which advisory committees met at least once during data collection period.**

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%

Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 3b: Describe stakeholders' participation in analyzing the annual performance report and modifying the 2002-2004 College Plan for Career/Technical Education.**Measure 3c: Describe how occupational demand data are used in making decisions regarding program implementation, expansion, or disinvestments.****Measure 3d: Locally identified performance measure and standard.**

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%

Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 3e: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

UNAVAILABLE DATA

In the space below, describe actions that will be taken to obtain data that are currently unavailable.

IMPERATIVE 4: Continuously improve the quality of curriculum and instruction.

Measure 4a: Percentage applicable programs certified/accredited by appropriate industry accreditation body or process.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 4b: Percentage full-time instructors attending at least one technical update activity during the data collection period.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 4c: Percentage programs in which curricula are based on industry-identified competencies.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 4d: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 4e: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

UNAVAILABLE DATA

In the space below, describe actions that will be taken to obtain data that are currently unavailable.

IMPERATIVE 5: Demonstrate accountability.

Measure 5a: Percentage students reported in categories other than "status unknown".

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 5b: Percentage returned employer survey instruments indicating an overall positive perception of training their employees received in career/technical education programs.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 5c: Percentage returned completer/leaver survey instruments indicating an overall positive perception of training received in career/technical education programs.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 5d: Describe how the college coordinates activities with other service area providers to avoid duplication of programs and services.

Measure 5e: Percentage applicable programs that, in previous three years, have met or exceeded the minimum number of completers specified in Act 96-557 as being necessary for a program to be considered viable.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 5f: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

Measure 5g: Locally identified performance measure and standard.

Actual level of performance (2005-06) ____% Targeted level of performance (2005-06) ____%
Data not available _____

Based on the comparison of actual and targeted levels of performance, the following actions* will be taken:

*These actions may constitute modifications to the 2002-2004 College Plan for Career/Technical Education and should be reflected in the 2005-2006 Perkins basic grant budget, if applicable.

UNAVAILABLE DATA

In the space below, describe actions that will be taken to obtain data that are currently unavailable.

E ADDITIONAL FACTORS HAVING IMPLICATIONS FOR MODIFYING COLLEGE PLAN

List below situations or events (e.g., business openings or closings, physical plant damages, funding increases or decreases, policy changes, personnel changes) that necessitate changes to the 2002-2004 College Plan for Career/Technical Education.

Situation or Event	Plan Modification Required

F ACTIVITIES ADDRESSING REQUIRED USES OF BASIC GRANT FUNDS

The Perkins Act requires that basic grant funds be used to conduct certain activities. Listed below are the **required uses of funds** identified in the legislation. Briefly describe the activities of the college during the 2005-2006 data collection period that addressed each required use. **Each required use must be addressed.**

Required use of funds: Strengthen the academic and technical skills of students by integrating academic and technical curricula

Activities:

Required use of funds: Provide a coherent sequence of courses to ensure learning in the core academic and technical subjects

Activities:

Required use of funds: Provide students with strong experience in and understanding of all aspects of the industry

Activities:

Required use of funds: Ensure that career/technical education students are taught to the same challenging academic proficiencies as are taught for all other students

Activities:

Required use of funds: Actively involve parents, students, instructors, business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of career/technical education programs, and how such individuals are informed of the requirements of the Perkins legislation

Activities:

Required use of funds: Develop, improve, and expand the use of technology in career/technical education programs

Activities:

Required use of funds: Provide comprehensive professional development programs for instructors, counselors, and administrators

Activities:

Required use of funds: Develop and implement evaluations of career/technical education programs

Activities:

Required use of funds: Implement, improve, expand, and modernize quality career/technical education programs

Activities:

Required use of funds: Provide services and activities that are sufficient size, scope, and quality to be effective

Activities:

Required use of funds: Link secondary and postsecondary career/technical education programs, including implementing Tech Prep programs

Activities:

Required use of funds: Identify and eliminate access and success barriers for special populations in career/technical education programs

Activities:

Required use of funds: Provide activities designed to enable special populations to meet the state core performance measures

Activities:

Required use of funds: Prevent discrimination against members of special populations

Activities:

Required use of funds: Promote preparation of individuals in nontraditional training and employment

Activities:

SECTION II – BUSINESS AND INDUSTRY SERVICES

This section pertains to services provided for business and industry.

A Business and Industry Services Report

Insert hard copies of 2005-2006 business and industry services report here. The report is provided to the college by the Department of Postsecondary Education and is based on data submitted by the college in the online TBI/Business and Industry Services Activity Report.

B Anecdotal Data

List below anecdotal data (e.g., increased wages, decreased employee turnover, unique success stories, employment upgrades, industry recruitment) that indicate effectiveness of business and industry services.

SECTION III – APPENDICES

A GLOSSARY

Academic skills - Those skills, including communications, mathematics, science and literacy proficiencies, necessary for career success and continued learning.

Alabama College System Credentials Document - Document received by a career/technical education program completer. An ACS Credentials Document includes a list of the academic, technical, technological, and employability competencies attained by a student.

Alternative completer - Individual who meets alternative completer criteria established in program viability legislation (Act 96-557) or in subsequent guidelines and procedures.

Applicable programs (relative to articulation agreements) - Postsecondary career/technical education programs for which there are corresponding secondary programs from which students can readily matriculate. Colleges identify applicable programs based on secondary education career/technical program offerings in service area.

Applicable programs (relative to industry accreditation/certification) - Career/technical education programs for which there is an industry accreditation/certification body or state-developed certification standards identified.

Articulation agreement - Agreement between secondary and postsecondary career/technical education programs establishing a seamless curriculum between the programs in grades 11 through 14. Under the agreement, qualifying students may receive postsecondary credit for certain high school courses taken as part of their secondary career/technical education program. The applicable high school courses ("articulated courses") are specified in the articulation agreement.

Business and industry services – Services including but not limited to, employee assessments, training (customized or general), and consultation.

Career clusters – Sixteen descriptive headings identified by the U.S. Department of Education within which career/technical education programs are grouped. Colleges report certain career/technical education performance data by cluster. Certain data related to short-term non-credit training are also reported by cluster; colleges select the most appropriate cluster within which to report non-credit training data. Curricula may be developed around career clusters in instances where a broad approach to the instructional program is appropriate. (See Appendix B for cluster headings and pertinent career/technical programs.)

Career/technical education - Organized educational activities that 1) offer a sequence of courses that provide individuals with the academic, technical, and technological knowledge and skills needed to prepare for further education and careers requiring less than a baccalaureate degree; and 2) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of an individual.

Career/technical education program - Education program designated by CIP code as "career/technical" that culminates in the awarding of a short certificate, certificate, diploma, or associate degree to program graduates. Career/technical programs include provisions for academic course requirements. See Appendix B for a list of career/technical education programs by career clusters in The Alabama College System.

Career/technical education student – Student who at any point during data reporting period declared a career/technical education major.

CIP (Classification of Instructional Programs) code - Six-digit numerical classification in the form xx.xxxx that identifies instructional program specialties and provides standard terminology for secondary and postsecondary education programs

Condition (relative to special populations) - physical, mental, socioeconomic, or other special needs situation.

Courses-only career/technical education offering - Group of related career/technical education courses in a specific CIP code for which the college has Department of Postsecondary Education approval to offer, but for which the college does not offer an award.

Data collection period - First day of summer semester through final day of following spring semester for the period immediately preceding the performance report/plan modifications due date. Colleges determine the most appropriate data collection period within which to report data on courses or other activities that overlap spring and summer semesters. See Appendix E for key to spreadsheet required data categories.

Degree program - Program in which courses are creditable toward an associate degree in The Alabama College System.

Developmental education courses - Non-credit remedial courses designed to provide individuals a level of academic proficiency needed for success in postsecondary education programs.

Disabled - Individual with disability as defined in Section 3(2) of the Americans With Disabilities Act. The following are recognized as characterizing an individual as disabled: 1) multi-handicapped, 2) deaf-blind 3) hearing impaired, 4) uncorrectable visually impaired, 5) speech impaired, 6) orthopedically handicapped, 7) other health impaired, 8) severe behaviorally handicapped, 9) developmentally handicapped (mentally retarded), 10) specific learning disability, 11) autistic, or 12) traumatic brain injured.

Displaced homemaker - An individual who--

(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;

(ii) has been dependent on the income of another family member but is no longer supported by that income; or

(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and

(B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economically disadvantaged - Individual eligible to receive a Pell grant or similar needs-based financial aid.

Exiter - Student who exits program or training course for any reason during data collection period. Exiters include full completers and leavers including alternative completers.

Full completer- Individual who exits a career/technical education short-term certificate, certificate, diploma, or associate degree program having successfully completed all course requirements for graduation/completion. An individual who completes graduation/ completion requirements for more than one award in the same program CIP code during a single data collection period is counted once

as a full completer for that data collection period, having earned the higher award. An individual who completes graduation/completion requirements for more than one award in the same program CIP code during different data collection periods is counted as a completer for each data collection period.

Full completers employed - Full completers who obtained or retained employment at any time between date of program completion to due date of college performance report (October 31).

Full completers employed in military - Full completers who obtained or retained their primary employment in the military at any time between date of program completion to due date of college performance report (October 31). This does not include military reservists and members of the National Guard.

Full-time instructor in career/technical education - Full-time instructor teaching at least 50% of his/her credit hour production during the data collection period in courses categorized under a career/technical education CIP code in the ACS Course Directory. These credit hours do not include those taught in core academic subjects such as language arts and mathematics even though the core academic subjects may be required for completion of a career/technical education program.

Gender – Male or female.

Graduation cohort - Entering new freshmen career/ technical education students in fall semester four academic years prior to the data reporting period (e.g., for the 2005-06 performance report, this would be fall semester 1999-00) who completed 15 or more credit hours of technical course work fall semester of initial enrollment through the end of the following summer semester.

Imperative - As related to *Workforce 21*, an imperative is a directive essential to providing effective career/technical education and services that meet the needs of students and employers.

Incarcerated - Individual who is confined to a correctional facility and for whom his/her career/technical education is provided within the correctional facility.

Individuals preparing for nontraditional training and employment - Individuals enrolled in a career/technical education program for which the primary employment outcome is nontraditional for the gender of those individuals (e.g., men enrolled in LPN programs, women enrolled in welding programs). See Appendix C for career/technical programs with primary employment outcomes being nontraditional for each gender.

Industry Accreditation/Certification Body - Organization that, by accrediting or approving a career/technical education program in its industry area, certifies that the program facilities, training equipment, instructors, and curriculum meet the quality criteria established by that organization (e.g., MIMS certification of Machine Tool Technology programs).

Industry certification - Certification that a career/technical education program, student, or instructor has met quality criteria established by the applicable industry.

Leaver - Exiter who is not a full completer (includes alternative completers).

LEP (Limited English Proficient) - Individual: 1) for whom English is not the primary language and/or 2) who is or has been enrolled in an English as a second language (ESL) class.

Noncredit training - Training that is typically short-term and may or may not culminate in an institutional award (e.g., skills proficiency credential) or industry certification. College credit is not earned in noncredit training, even though a proficiency credential or an industry certification may be awarded. Noncredit training is not creditable toward an award in a degree or a non-degree program.

Non-degree program - Program in which courses are not creditable toward an associate degree in The Alabama College System.

Nontraditional employment - Employment in an occupation in which fewer than 25% of the employees are of one's gender. See Appendix C for career/ technical programs with primary employment outcomes being nontraditional for each gender.

Other education barriers - These can be a variety of factors as the term is not defined by the U.S. Department of Education. Other education barriers can include, but are not limited to, lack of academic preparation or ability, lack of transportation, and burdensome family situations such as inadequate childcare. Colleges must determine if an individual faces other education barriers not identified on data collection forms.

Overall positive perception - As related to employers of full completers: An overall positive perception is indicated by a mean rating above 3.0 on a 5-point Likert scale where 1=lowest rating, 3=neutral rating, and 5=highest rating in response to the statement "overall perception of how well the employee's career/technical education program or training prepared him/her for employment".

As related to completers/leavers: An overall positive perception is indicated by a mean rating above 3.0 on a 5-point Likert scale where 1=lowest rating, 3=neutral rating, and 5=highest rating in response to the statement "overall perception of how well your career/technical education program or training prepared you for your current or intended employment".

On survey instruments that do not use a 5-point Likert scale, a mean rating that is above the neutral rating on the scale indicates an overall positive perception.

Placement status - As related to students, their employment and/or education enrollment status following career/technical program or training completion or after the data collection period and prior to submission of the annual performance report (e.g., employed related, unemployed, military, continuing related education, church mission, remained enrolled in program). Placement status is reported on the **total** career/technical education and training student population, and is not limited to completers.

Positive leaver - Leaver who has accomplished his or her goal for program or course enrollment.

Program - See "Career/Technical Education Program".

Program degree creditability type – Career/technical programs can be degree programs (associate degree is an option in The Alabama College System) or non-degree programs (associate degree is not an option in The Alabama College System).

Race - Categories used to describe racial groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible non-citizens are:

American Indian or Alaskan Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Other Pacific Islander

White

Unknown/Other

The race is unknown/other if institutions are unable to place them in one of the specified racial/ ethnic categories.

Referral/assistance type - Referred by or receiving assistance from one or more of the following: Workforce Investment Act Individual Training Account, Workforce Investment Act youth program, Alabama Fatherhood Initiative, Leadership in Child Care Scholarship, Alabama Technical Scholarship, Trade and Adjustment Act, State Board of Education Tuition Reduction

Related education or training - Education program or training directly related to a student's previous career/technical education program (e.g., architecture and drafting design technology).

Related occupation - Occupation directly related to the training an individual received in a career/technical education program or training course (e.g., radiology technician and radiologic technology).

Retainer - Individual who remains enrolled in the same program the summer semester or fall semester immediately following the end of the data collection period.

Skills proficiency credential - Document issued by college to exiters of noncredit training activities that lists the skills or competencies that students mastered during the training activity.

Special enrollment program - 1) Early College Enrollment Program, 2) Dual Enrollment, or 3) covered by secondary/postsecondary articulation agreement.

Special populations - Includes 1) individuals with disabilities; 2) individuals who are economically disadvantaged; 3) individuals preparing for non-traditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; 6) individuals who are LEP; and 7) individuals with other barriers to educational achievement.

Status Known - Figures reported in this category represent those individuals for whom the requested employment and education placement statuses are known. Note that a person's status is known even if the person is unemployed and not continuing any education or training.

Student - generic term applied to individual enrolled in credit or noncredit coursework or training activity (includes students in degree programs, non-degree programs, noncredit training, and customized training).

Students who took academic coursework - career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more academic courses during the data collection period. Academic courses are those that fall under a CIP code not designated as "career/technical".

Students who took technical coursework - career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more technical courses during the data collection period. Technical courses are those that fall under a CIP code designated as "career/technical".

Technical competencies - Occupational-specific skills including the abilities to perform required job tasks.

Technical competency assessment - Assessment instrument or procedure used to determine a student's attainment of technical competencies.

Technical update - Professional development activity designed to update instructors' occupational skills related to the career/technical education programs in which they teach.

Technological skills - Skills related to the understanding and use of current and emerging technologies.

Training area (pertaining to noncredit training) - Occupational training area denoted by department code under which training activity is submitted to the Department of Postsecondary Education. Does not apply to customized training/TBI.

Unduplicated headcount - The number derived when counting students in a particular population once by a determined code such as a social security number.

Workforce 21 - Long-range strategic plan for secondary and postsecondary career/technical education in Alabama; foundation of the State Plan for Career/Technical Education.

WorkKeys® assessments - Assessment instruments used to determine an individual's levels of applied academic, technological, problem solving, and employability skills attainment. Specific WorkKeys® assessments and target skill attainment levels are identified for career/ technical education programs.

WorkKeys® Target Levels - WorkKeys® assessment levels identified by industry advisory committee members as needed by graduates of various career/technical programs. Target levels are applicable to students in certificate and associate degree programs.

WorkKeys® Targeted Instruction – Instruction prescribed based on the difference between an individual's current level of Work Keys skill attainment as indicated by Work Keys assessments and desired level of Work Keys skill attainment.

B CAREER/TECHNICAL EDUCATION PROGRAMS (2000 CIP codes)

The U.S. Department of Education identified 16 broad career clusters for career/technical education programs. Following are the clusters and corresponding Alabama College System career/technical education programs. This list is based on the 2005-06 academic inventory and includes the 2000CIP codes.

AGRICULTURE AND NATURAL RESOURCES

Agricultural Production	AGP	01.0301
Agriculture	AGR	01.0101
Environmental Technology	EVT	15.0507
Fishery Science	FSH	01.0303
Forest Products Technology	FPT	03.0511
Forestry	FOR	03.0511
Horticulture	HOC, OHT	01.0601, 01.0603
Landscape Operations Management	LOM	01.0605
Outdoor Leadership	ODL	03.9999
Timber Harvesting	LOG	03.0599
Turf Equipment Repair	TER	47.9999
Turf Management	TRF	01.0607
Veterinary Technology	VET	51.0808
Water and Wastewater Treatment	WMT	15.0506

ARTS AND COMMUNICATIONS

Architectural Stained Glass	ART	50.0701
Commercial Art	CAT	50.0402
Graphics and Printing	GPC	10.0305
Graphics Communications Technology	GPO	10.0399
Photography	PHO	50.0605
Photography & Film	PFC	10.0201
Radio & TV Broadcasting	RTV	10.0202
Telecommunications	TCT	10.0199
Visual Communications	VCM	50.0401

BUSINESS AND ADMINISTRATIVE

Accounting Technology	ACT	52.0302
Business	BUS	52.0201
Clerical Technology	CLR	52.0408
Management and Supervision	MST	52.0101
Marketing	MKT	52.1801
Office Administration	OAD, SET	52.0401
Postal Management	POM	52.0206
Real Estate	RLS	52.1501

CONSTRUCTION

Building Construction	BUC	46.0499
Building Maintenance	BLM	46.0401
Cabinetmaking	CAB	48.0703
Carpentry	CAR	46.0201
Construction Management Technology	CMT	15.1001
Electrical Technology	ELT	46.0302
Furniture Refinishing	FUR	48.0702
Heating and Air Conditioning	ASC	47.0201
Highway Construction Technology	HCT	46.0403
Locksmith	LOK	47.0403
Masonry	MAS	46.0101
Plumbing	PLB	46.0503
Upholstery	UPH	48.0303

EDUCATION AND TRAINING

Child Development	CGM, CHD	19.0708
Cosmetology Instructor Training	CIT	12.0499

FINANCIAL

Banking and Finance	BFN	52.0803
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HEALTH

Clinical Laboratory Technology	CLT	51.1004
Dental Assisting	DAT, DNT	51.0601
Dental Hygienist	DHY	51.0602
Dental Lab Technology	DLT	51.0603
Diagnostic Medical Sonography	DMS	51.0910
Emergency Medical Technology	EMP, EMS, EMT, EPT	51.0904
Funeral Services	FSE	12.0301
Gerontological Services	GRS	19.0702
Health Information Technology	HIT	51.0707
Health Sciences	HPS	51.9999
Home Health Aide	HHA	51.2602
Human Services	HUS, HCS	51.1501
Massage Therapy Technology	MSG	51.3501
Medical Assistant	MAT	51.0801
Medical Transcription	MTR	51.0708
Mental Health Technology	MHT	51.1502
Nursing General Studies	NSG	51.1699
Nursing (RN)	NUR	51.1601
Nursing (LPN)	LPN	51.1613
Nursing Assistant	NAS	51.1614
Occupational Therapy Assistant	OTA	51.0803
Optical Technology	OMT	51.1801
Pharmacy Technician	PHM	51.0805
Physical Therapist	PTA	51.0806
Polysomnographic Technology	PST	51.0999
Radiologic Technology	RAD	51.0907
Respiratory Therapist	RPT	51.0908
Surgical Operating Room Technology	SOR	51.0909

HOSPITALITY AND TOURISM

Baker/Pastry	PAS	12.0501
Commercial Food Service	CFS	19.0505
Culinary Arts	CUA	12.0503
Food and Nutrition	FNT	51.3104
Food Service Management	FSM	19.0505
Hospitality Services Management	HSM	52.0901
Hotel and Motel Management	HMM	52.0904
Leisure Facilities Management	LFM	31.0301
Parks, Recreation and Leisure	RER	31.0101
Travel-Tourism Management	TTM	52.0903

HUMAN SERVICES

Barbering	BAR	12.0402
Cosmetology	COS	12.0401
Fabric Maintenance Service	FMS	19.0999
Interior Design	IND, INN	19.0605, 19.0699
Sign Language Interpreting	ITP	16.1603
Social Work Technician	SWT	44.0701

INFORMATION TECHNOLOGY

Computer Science	CIS, DPT	11.0101
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LEGAL AND PROTECTIVE

Court Reporting	CRP	22.0303
Criminal Justice	CRJ	43.0107
Fire Protection & Safety, Public Safety Administration	PSA	43.0201
Fire Science	FSC	43.0202
Paralegal	PRL	22.0302

LOGISTICS, TRANSPORTATION, DISTRIBUTION

Air Science	AFS	28.0101
Automotive Body Repair	ABR	47.0603
Automotive Technology	ASE	15.0803
Automotive Mechanics	AUM	47.0604
Aviation and Airway Science	AAS	49.0101
Aviation Maintenance - Airframe	AMT	47.0607
Aviation Maintenance - Powerplant	AMP	47.0608
Aviation Management	AVM	49.0104
Aviation Materiel Management	AMM	49.0199
Aviation Systems/Avionics Technology	AVT	47.0609
Aviation Technology (Private)	AFT	36.0119
Diesel Mechanics	DEM	47.0605
Flight Technology (Commercial)	FLT	49.0102
General Aviation Technology	GAT	47.0699
Heavy Equipment Operator	HEO, HEU	49.0202, 69.0202
Marine Maintenance/Repairer	MMR	47.0616
Small Engine Repair	SER	47.0606
Transportation Management	TRT	49.9999
Truck Driving	TRK, TEU	49.0205, 69.0205

MANUFACTURING

Automated Manufacturing	ATM	15.0405
Commercial Sewing	CMS	19.0902
Computer Numerical Control	CNC	48.0599
Gunsmithing	GUN	47.0402
Industrial Production	PCT	15.0699
Machine Shop Technology	MSP	48.0503
Machine Tool Technology	MTT	48.0507
Major Appliance Repair	MAR	47.0106
Manufacturing Technologies	MFT	48.9999
Mine Maintenance Technology	MIT	47.0399
Mining Technology	MNT	15.0901
Occupational Health Safety	OHS	15.0701
Patternmaking Technology	PMT	48.0501
Quality Control Safety	PMC	15.0799
Quality Control Technology	PCT	15.0702
Sheet Metal Technology	SMT	48.0506
Shoe and Boot Repair	SBR	48.0304
Textile Science Technology	TST	19.0901
Textile Technology	TXT	19.0905
Watch and Jewelry Repair	WAR	47.0408
Welding	WDT	48.0508

PUBLIC ADMINISTRATION/GOVERNMENT**No Programs**

SCIENTIFIC RESEARCH, ENGINEERING, AND TECHNICAL

Advanced Electronics Manufacturing	AEM	15.0399
Aerospace Technology	ARX	15.0801
Air Conditioning/Refrigeration Technology	ACR	15.0501
Architectural Engineering Technology	AET	15.0101
Biomedical Equipment Technology	BET	15.0401
Chemical Technology	KMT	41.0301
Civil Design Technology	CDT	15.9999
Civil Engineering Technology	CET	15.0201
Computer Maintenance Technology	CPT	15.1202
Drafting and Design Technology	DDT	15.1301
Electro Optics	ELO	15.0304
Electromechanical Technology	ELM	15.0403
Electronic Engineering Technology	EET	15.0303
Electronic Machine Repair	EMR	47.0102
Electronics (Consumer)	CCT	47.0101
Electronics (Communications)	CTN	47.0103
Electronics Core	ETC	47.0199
Energy Conservation	ECT	15.0503
Engineering Technology	ENT	15.1101
Geographic Information Systems Technology	GIS	45.0702
Hazardous Materials Technology	HMT	15.0599
Industrial Electronics Technology	ILT	47.0105
Industrial Engineering Technology	IET	15.0612
Industrial Maintenance Technology	INT	47.0303
Instrumentation Technologies	IT	41.9999
Instrumentation Technology	IST	15.0404
Mechanical Engineering Technology	MET	15.0899
Mechanical Design Technology	MDT	15.0805
Military Technology	MMT	29.0101
Non-Destructive Testing Technology	NDT	41.0204
Nuclear Power Operations Technology	NOT	41.0205
Plastics Technician	PLT	15.0607

WHOLESALE/RETAIL SALES AND SERVICES

Fashion Merchandising	FMD	52.1902
Retail Merchandising	REM	52.1803

**C ALABAMA COLLEGE SYSTEM CAREER/TECHNICAL EDUCATION PROGRAMS WITH
PRIMARY EMPLOYMENT OUTCOMES NONTRADITIONAL FOR EITHER GENDER**

Occupations in which 25% or fewer of one gender comprise the employee population are identified as nontraditional for that gender. (Source of employee population data: U.S. Department of Labor Bureau of Labor Statistics.)

Programs Nontraditional for Women

<u>Program Name</u>	<u>Prefix</u>	<u>CIP Code</u>
Agricultural Production	AGP	0103.01
Agriculture	AGR	01.0101
Air Science	AFS	28.0101
Air Conditioning/Refrigeration Technology	ACR	15.0501
Architectural Engineering Technology	AET	15.0101
Automated Manufacturing	ATM	15.0405
Automotive Body Repair	ABR	47.0603
Automotive Mechanics	AUM	47.0604
Automotive Technology	ASE	15.0803
Aviation Maintenance Airframe	AMT	47.0607
Aviation Technology (private)	AFT	36.0119
Aviation Materiel Management	AMM	49.0199
Aviation Systems/Avionics Technology	AVT	47.0609
Aviation Maintenance Powerplant	AMP	47.0608
Aviation Management	AVM	49.0104
Aviation and Airway Science	AAS	49.0101
Barbering	BAR	12.0402
Biomedical Equipment Technology	BET	15.0401
Building Maintenance	BLM	46.0401
Building Construction	BUC	46.0499
Cabinetmaking	CAB	48.0703
Carpentry	CAR	46.0201
Civil Design Technology	CDT	15.0201
Communications Electronics	CTN	47.0103
Computer Numerical Control	CNC	48.0599
Computer Maintenance Technology	CPT	15.1202
Construction Management Technology	CMT	15.1001
Consumer Electronics	CCT	47.0101
Criminal Justice	CRJ	43.0107
Diesel Mechanics	DEM	47.0605
Drafting and Design Technology	DDT	48.1301
Electrical Technology	ELT	46.0302
Electro Optics	ELO	15.0304
Electromechanical Technology	ELM	15.0403
Electronic Machine Repair	EMR	47.0102
Electronic Engineering Technology	EET	15.0303
Electronics Core	ETC	47.0199
Energy Conservation	ECT	15.0503
Engineering Technology Technician	ENT	15.1101
Fire Science	FSC	43.0202
Fire Protection & Safety		43.0201
Fishery Science	FSH	01.0303
Flight Technology (commercial)	FLT	49.0102
Forest Products Technology	FPT	03.0511
Forestry	FOR	03.0511
Funeral Services	FSE	12.0301

Programs Nontraditional for Women (continued)

<u>Program Name</u>	<u>Prefix</u>	<u>CIP Code</u>
Furniture Refinishing	FUR	48.0702
General Aviation Technology	GAT	47.0699
Geographic Information Systems Technology	GIS	45.0702
Gunsmithing	GUN	47.0402
Hazardous Materials Technology	HMT	15.0599
Heating and Air Conditioning	ASC	47.0201
Heavy Equipment Operator	HEO	49.0202, 69.0202
Highway Construction Technology	HCT	46.0403
Horticulture (degree)	OHT	01.0603
Horticulture (non-degree)	HOC	01.0601
Industrial Engineering Technology	IET	15.0612
Industrial Production	PCT	15.0699
Industrial Electronics Technology	ILT	47.0105
Industrial Maintenance Technology	INT	47.0303
Instrumentation Technology	IST	15.0404
Instrumentation Technologies	SIT	41.9999
Landscape Operations Management	LOM	01.0605
Locksmith	LIK	47.0403
Machine Tool Technology	MTT	48.0507
Machine Shop Technology	MSP	48.0503
Major Appliance Repair	MAR	47.0106
Manufacturing Technologies	MFT	48.9999
Marine Maintenance/Repairer	MMR	47.0616
Masonry	MAS	46.0101
Mechanical Engineering Technology	MET	15.0899
Mechanical Design Technology	MDT	15.0805
Mine Maintenance Technology	MIT	47.0399
Mining Technology	MNT	15.0901
Non-Destructive Testing Technology	NDT	41.0204
Nuclear Power Operations Technology	NOT	41.0205
Patternmaking Technology	PMT	48.0501
Plastics Technician	PLT	15.0607
Plumbing	PLB	46.0503
Quality Control Safety	PMC	15.0799
Quality Control Technology	PCT	15.0702
Sheet Metal Technology	SMT	48.0506
Shoe and Boot Repair	SBR	48.0304
Small Engine Repair	SER	47.0606
Timber Harvesting	LOG	03.0599
Truck Driving	TRK	49.0205, 69.0205
Turf Equipment Repair	TER	47.9999
Turf Management	TRF	01.0507
Upholstery	UPH	48.0303
Water and Wastewater Linkage	WMT	15.0506
Welding	WDT	48.0508

Programs Nontraditional for Men

<u>Program Name</u>	<u>Prefix</u>	<u>CIP Code</u>
Associate Degree Nursing (RN)	NUR	51.1601
Child Development (transition)	CGM	20.0201
Child Development	CHD/CGM	19.0708
Clerical Technology	CLR	52.0408
Clinical Laboratory Technology	CLT	51.1004
Commercial Sewing	CMS	19.0902
Cosmetology	COS	12.0401
Cosmetology Instructor Training	CIT	22.0303
Court Reporting	CRP	52.0405
Dental Assisting	DAT, DNT	51.0601
Dental Lab Technology	DLT	51.0603
Dental Hygienist	DHY	51.0602
Fashion Merchandising	FMD	52.1902
Health Information Technology	HIT	51.0707
Home Health Aide	HHA	51.2602
Interior Design	IND, INN	19.0605, 19.0699
Medical Transcription	MTR	51.0708
Nursing Assistant	NAS	51.1614
Nursing General Studies	NSG	51.1699
Office Administration	OAD, SET	52.0401
Practical Nursing (LPN)	LPN	51.1613
Textile Technology	TXT	19.0905

MEMORANDUM 2005-ISS-176

DATE: August 16, 2005

TO: Presidents, The Alabama College System

FROM: Roy W. Johnson, Chancellor

RE: 2005-2006 College Performance Report on Career/Technical Education and Modifications to the 2002-2004 Plan for Career/Technical Education

In compliance with the federal Perkins legislation, submit by **October 31, 2006** to the Department of Postsecondary Education the 2005-2006 College Performance Report on Career/Technical Education, and Modifications to the 2002-2004 College Plan for Career/Technical Education. The performance data apply to the 2002-2004 college plan and address measures and standards implemented in response to the Perkins Act and the *Workforce 21* strategic plan. Department staff will provide to colleges current data relative to measures 1a, 1f, 1g, 1k, 2d, and 2e of the performance report and Section II of the report, Business and Industry Services.

The 2005-2006 report and plan modifications document include both the annual performance report **and** modifications to the 2002-2004 college plan. Modifications to the plan are to be based on comparisons between targeted levels of performance (as stated in the 2002-2004 college plan) and actual levels of performance (the 2005-2006 performance data). Each college must have in place data collection and reporting procedures that ensure accurate, complete, and timely reporting for the 2005-2006 data collection period (first day of summer semester 2004 through final day of spring semester 2005 unless otherwise stated).

To access a template of the report/plan modifications document and the applicable spreadsheets, go to the website <ftp://ftp.acs.cc.al.us/pub/>. When prompted for a username and password, use the following. Username: upload; password: pseup1. Click on the file entitled 2005perfreport.zip to download it. After downloading, unzip the file using decompression software such as PKZip or Winzip. Once unzipped there will be a file entitled 04-05 Report Format (the narrative of the document) and four MS Excel files (the applicable data spreadsheets). Contact your college computer systems or information services staff if you need assistance.

Submit one hard copy of the completed 2005-2006 performance report and plan modifications by October 31, 2006 to Mr. Dave Laton. Include hard copies of the applicable data spreadsheets in report sections I and II. To conserve paper, do not submit Section III appendices with the report hard copy.

In addition to submitting hard copies of the report/plan modifications narrative and spreadsheets, submit to the Department by October 31, 2006 completed electronic copies of the data spreadsheets. To electronically transfer the spreadsheets to the Department, follow these steps:

1. Compress the spreadsheet files into a single file using the file compression software. Name the file PERFYY99.ZIP where:
PERF represents Performance Report and Plan Modifications
YY represents the two-digit academic year/data collection period
99 represents the institution's two-digit code

Example: Calhoun Community College, year 2005-2006=PERF0512.ZIP

2. Establish the Internet connection and start the FTP client software.
3. Transfer the file to <ftp://ftp.acs.cc.al.us/incoming/CareerTech/2005/>. Be sure to use a binary mode for this transmittal.

Thank you for your cooperation. Please contact Mr. Laton at dlaton@acs.cc.al.us if you have questions regarding the performance report and plan modifications. After working with your college computer services staff or information services personnel, contact Mr. Jeff Jones, Department of Postsecondary Education Network Administrator, at (334) 353-5222 if you need technical assistance with downloading or submitting electronic files.

RWJ/tj

cc: Instructional Officers
MIS Directors
Randy Bowman
Jeff Jones

E KEY TO SPREADSHEET DATA CATEGORIES

Information in this subsection pertains to those data categories appearing in the Section I spreadsheet. Data categories that are self-explanatory (e.g., "total enrollment", "# full completers") are not addressed. Therefore, not all spreadsheets are addressed.

Spreadsheet: 2005-2006 College Career/Technical Education Performance Data: Imperative I

Spreadsheet Column	Description
A3	# of entering new freshmen career/technical education students in fall 99-00 who completed 15 or more credit hours of technical course work fall 98-99 through summer 99-00 (fall 1998 cohort). <i>Department of Postsecondary Education provides this figure to colleges.</i>
A4	# of students in fall 1999 cohort who completed graduation requirements by the end of summer term 2002-2003. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A10	# of full completers whose education enrollment and/or employment status was known.
A12	# of full completers taking the ACT Work Keys Applied Mathematics assessment.
A13	# of full completers scoring at or above the ACT Work Keys Applied Mathematics target levels identified for their programs.
A15	# of full completers taking the ACT Work Keys Reading for Information assessment.
A16	# of full completers scoring at or above the ACT Work Keys Reading for Information target levels identified for their programs.
A18	# of full completers taking the ACT Work Keys Locating Information assessment.
A19	# of full completers scoring at or above the ACT Work Keys Locating Information target levels identified for their programs.
A21	# of full completers taking the ACT Work Keys Applied Technology assessment.
A22	# of full completers scoring at or above the ACT Work Keys Applied Technology target levels identified for their programs.
A24	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more academic courses summer 02-03 through spring 03-04. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A25	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more academic courses summer 02-03 through spring 03-04 with a 2.0 or higher GPA in academic coursework for that time period. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A27	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more technical courses summer 02-03 through spring 03-04. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A28	# career/technical education students receiving a letter grade of A, B, C, D, F, or FA in one or more technical courses summer 02-03 through spring 03-04 with a 2.0 or higher GPA in technical coursework for that time period. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A30	# of full completers taking licensure/certification exams applicable to their career/technical program and whose pass/fail status is known.
A31	# of full completers passing licensure/certification exams applicable to their career/technical program.
A33	# of full completers employed in any occupational field (total number of employed full completers).
A35	# of summer 01-02, fall 02-03, and spring 02-03 full completers that appear in the State Unemployment Insurance records database as employed during the first full quarter calendar year following program completion date. <i>Department of Postsecondary Education provides this figure to colleges.</i>

A36	# of summer 01-02, fall 02-03, and spring 02-03 full completers that appear in the State Unemployment Insurance records database as employed during the first and third full quarter calendar years following program completion date. <i>Department of Postsecondary Education provides this figure to colleges.</i>
A38	# of full completers employed in occupations related to their career/technical program.
A40	# of full completers who entered or remained in the military following program completion.
A42	# of full completers who were on a foreign aid or church mission following program completion.
A44	# of full completers who, following program completion, continued their education or training in any field.
A46	# of full completers who, following program completion, were employed in any occupational field and/or who continued their education or training in any field.

Note: Columns that are self-explanatory in the spreadsheets are not listed (e.g., "total enrollment").

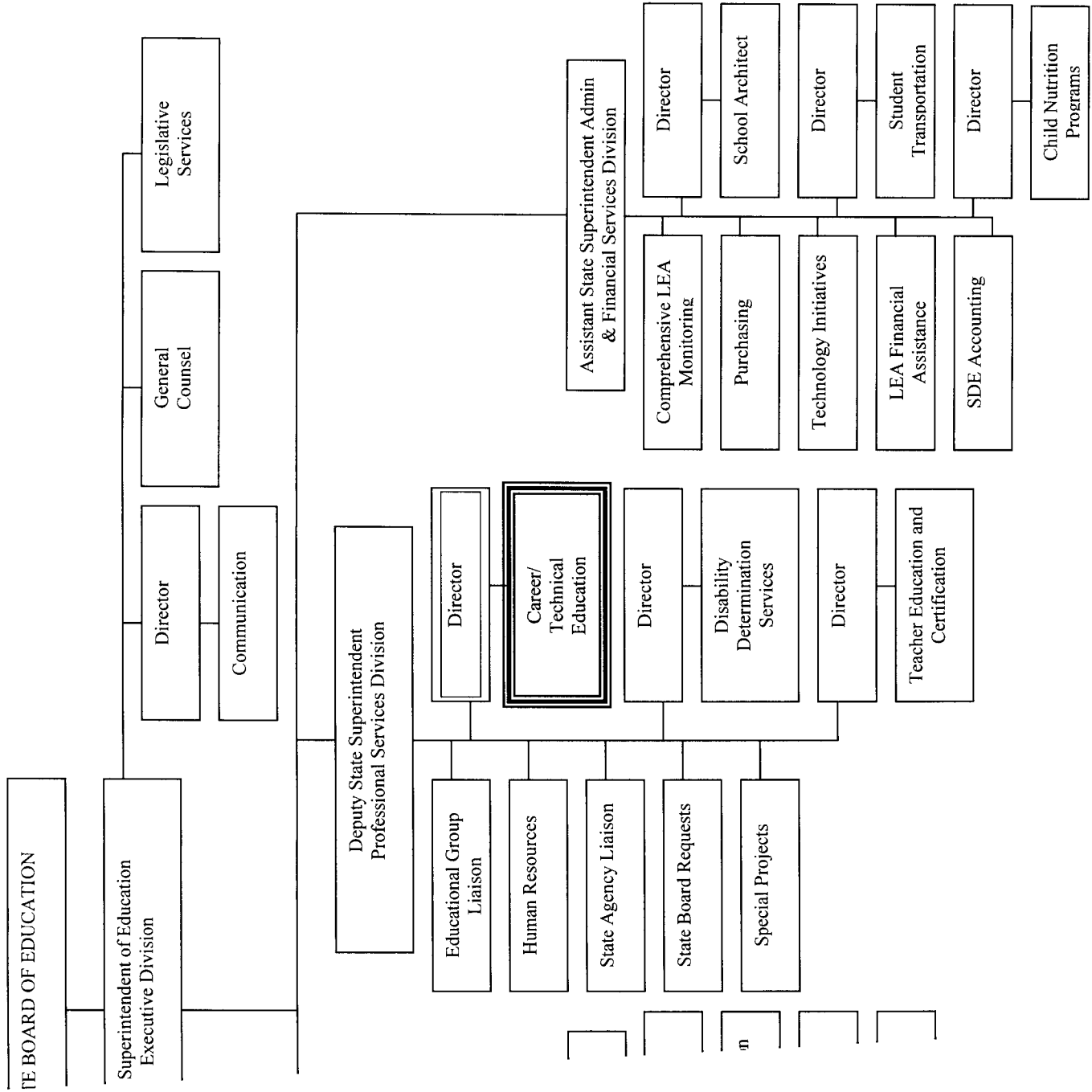
Spreadsheet: 2005-2006 College Career/Technical Education Performance Data: Imperative II

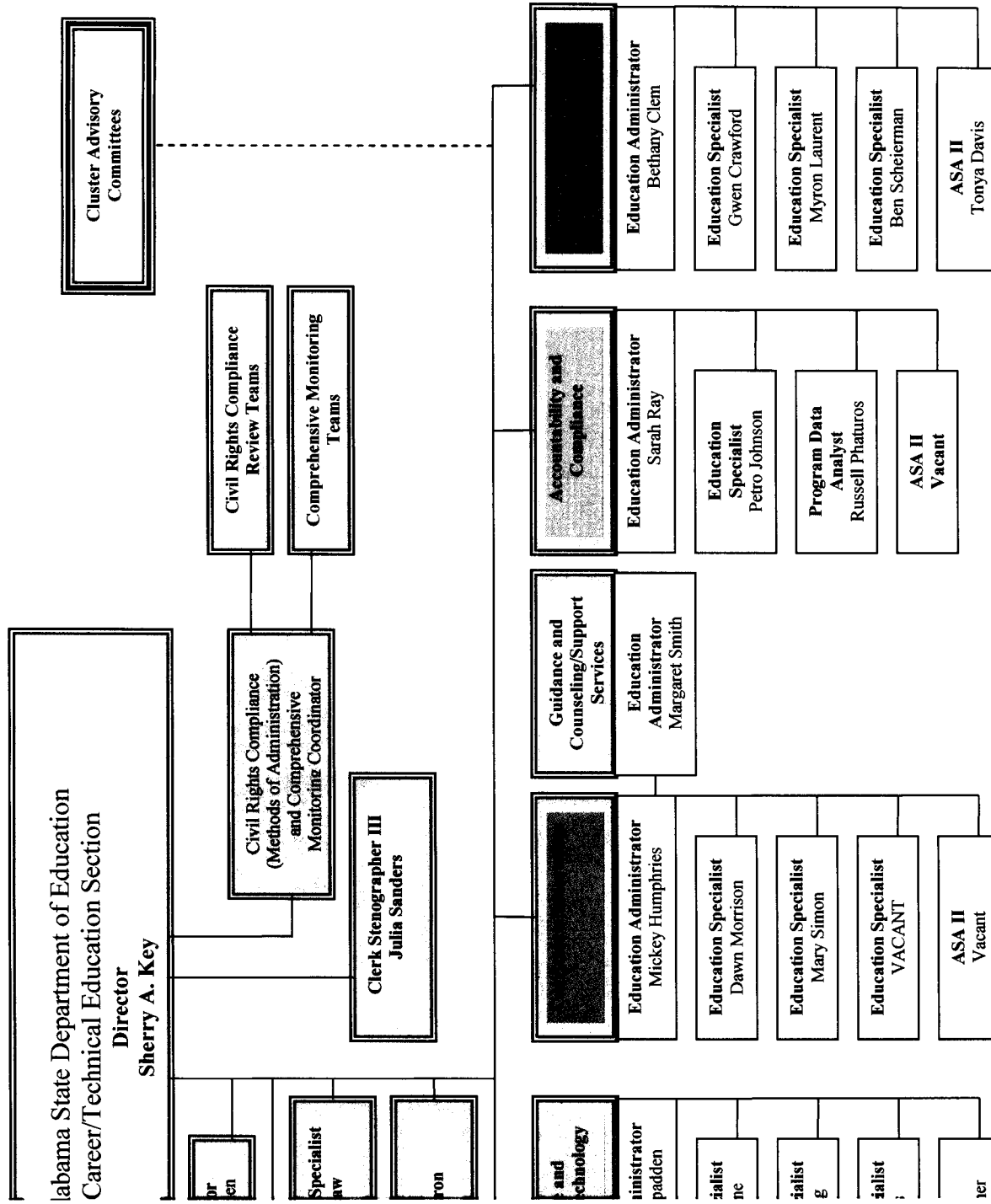
Spreadsheet Column	Description
B8	# of students who remain enrolled in the same program the summer semester or fall semester immediately following the end of the data collection period.
B10	Total enrollment (regardless of gender) in all programs identified as nontraditional for either gender. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B11	# of males enrolled in male nontraditional programs + # of females enrolled in female nontraditional programs. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B13	# of students who completed graduation requirements in programs identified as nontraditional for either gender. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B14	# of full completers of programs that are nontraditional for their gender. <i>Department of Postsecondary Education provides this figure to colleges.</i>
B16	# of career/technical programs for which articulation agreements with secondary programs in the college service area are applicable.
B17	# of career/technical programs that have articulation agreements with secondary programs.

Spreadsheet: 2005-2006 College Career/Technical Education Performance Data: Imperatives III, IV, V

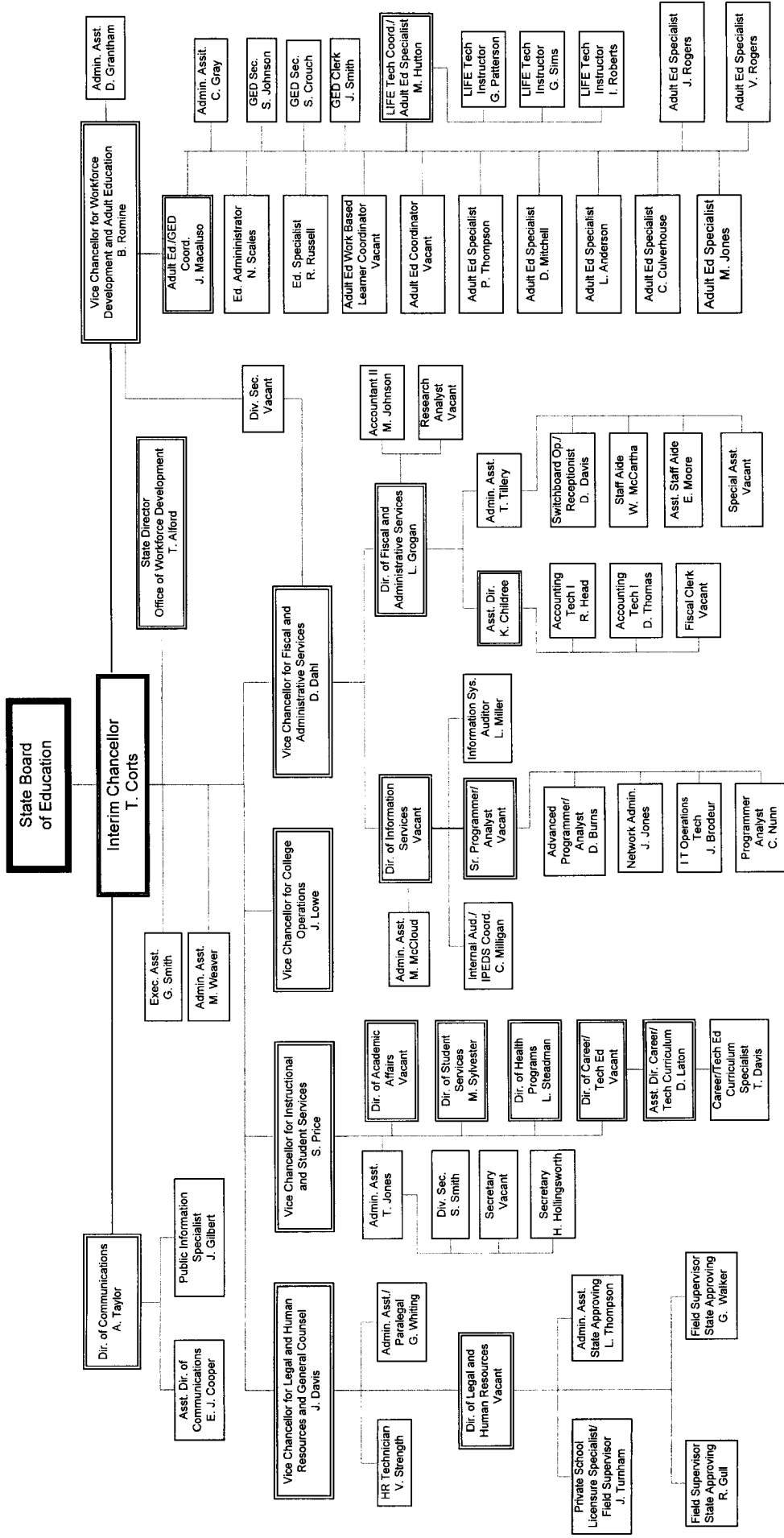
Spreadsheet Column	Description
C22	# of <u>all</u> students (not limited to full completers) enrolled during data collection period whose employment placement status (e.g., employed in related occupation, entered military) or education placement status (e.g., retained enrollment in current program, continuing related education at a different college) was known after data collection period.

ATTACHMENT 11





Organizational Chart - May 2006



ATTACHMENT 12

EDGAR CERTIFICATIONS

Alabama State Plan for Career/Technical Education Carl D. Perkins Career and Technical Education Act of 2006

I hereby certify that:

1. The Alabama State Board of Education, as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the state, is eligible to submit the Carl D. Perkins Career and Technical Education Act of 2006 State Plan for Career/Technical Education. [34 CFR 76.104(a)(1)] *Sec. 3(12)*.
2. The Alabama State Board of Education has authority under State law to perform the function of the State under the program and is the sole State Board for Career/Technical Education for the state. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan.
[34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a) (4)]
5. The State Superintendent of Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
[34 CFR 76.104(a)(5)]
6. That the State Superintendent of Education has authority to submit the plan.
[34 CFR 76.104(a)(6)]
7. The Alabama State Board of Education has adopted and formally approved the transitional plan on April 12, 2007.
[34 CFR 76.104(a)(7)]
8. The plan is the basis for State operation and administration of the program.
[34 CFR 76.104(a) (8)]

Joseph B. Morton, State Superintendent of Education

Date

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the US Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections §82.105 and §82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "*Disclosure Form to Report Lobbying*," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections §85.105 and §85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2) (b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, the individual shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee engaged in the performance of the grant is given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Take appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Require such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation programs approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work completed in connection with the specific grant:

Place of Performance (Street address. City, County, State, Zip code)

Check ☐ if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections §85.605 and §85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, US Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA, Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

PR/AWARD NUMBER AND / OR PROJECT NAME

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE -----

ED 80-0013

12/98

ATTACHMENT 13

Other Assurances

1. Alabama does not participate in the Intergovernmental Review Process [Executive Order 12372; 34 CFR 79]
2. Alabama will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
3. None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
4. Alabama will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
5. Alabama will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
6. Alabama and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
7. Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
8. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

Joseph B. Morton, State Superintendent of Education

Date